

Wrens Term Three



Core Subjects

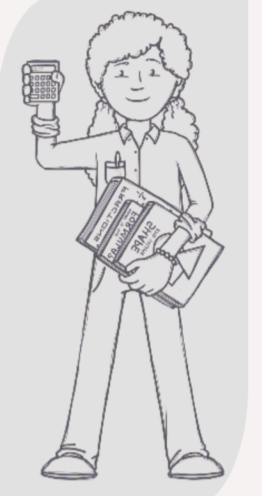
Author

This term, we will use the text *The Littlest Yak* to explore verbs and adverbs (Year 1) and to develop our confidence in using adjectives to improve the story and create our own with a similar theme.



Mathematician

We will begin the term with a review of shapes, followed by addition and subtraction. Later, we will further expand our knowledge of numbers. We will all continue our work on number facts throughout the term



Reception

- Letter formation of known sounds.
- Guided writing, experiencing blending/segmenting for writing as a group with opportunities for scaffolded independence.
- Phonics - Year R Autumn 3
- Reading at home & school

Year One

- Compose sentences orally before writing independently, and begin to re-read own sentences.
- Consistently leave spaces between words and use full stops, question marks and exclamation marks.
 - Use and/but to join clauses/words.
- Begin to use some subordinate conjunctions (when/because)
- Use some describing words independently.
- Spellings (practice at home for Friday quiz)
- Home reading practice & Guided reading at school
- Phonics- Year 1 Autumn 3

Reception

- Number of the week 9 - 17
- Addition and Subtraction: recognising, understanding and using symbols + and - through games and activities, and developing confidence with the vocabulary
- Number: Recap 1 - 5 - focus work on 6, 7, 8, 9 and 10
- Name 2D and some 3D shapes
- Number facts (focus on 1-5 with exploration to 10)

Year One

- Addition and Subtraction: within 20
- Number: Place value within 50
- Geometry: Name and talk about the properties of 2D and some 3D shapes.
- Number facts: Developing fluency up to 10 & consolidating number facts within 5, including subtraction facts.

What is significant about polar exploration?

Enquiry Questions

Key Vocabulary

Present (today, now)
Past (years/decades ago)
Future (tomorrow)
Continent
(all names of continents)
map, atlas, globe
travel, journey, destination
Ernest Shackleton
Robert Swan

Our lead state of being is:

Geographer

Name, locate & identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Name and locate the world's seven continents and five oceans

Identify the locations of hot and cold areas of the world in relation to the equator and the poles.

Use basic geographical vocab to refer to human and physical features.

Use world maps, globes and atlases

Use simple compass directions and directional language.

Use aerial photographs and plan perspectives to recognise landmarks.

Our supporting states of being are...

Engineer

Generate, develop, model and communicate their ideas. Select from and use a range of tools and equipment to perform practical tasks.

select from and use a wide range of materials and components.

Explore and evaluate a range of existing products

develop technical knowledge, exploring how to make things stronger, stiffer, and more stable and use mechanisms.

Historian

Develop an awareness of the past by using common words and phrases related to the passage of time.

Know where the people and events they study fit within a chronological framework.

Ask and answer questions to demonstrate understanding of key features/ events.

Understand events beyond living memory that are significant nationally or globally.

Being a Philosopher

Enquiry Question:
 How can we help others when they need it?

Including an encounter with:
 A Sikh Story

Assessment Outcome:
 Christians believe they should help others as Jesus did.

What is home?

Key Vocabulary

dead
Alive
habitats
micro and macro
offspring
line
texture
sculpture

Our lead state of being is:

Scientist

Explore and compare the difference between things that are living, dead and never alive.

Identify that most living things live in habitats to which they are suited and how these care for their basic needs.

Identify and name a variety of plants and animals in their habitats

Notice that animals (including humans) have offspring which grow into adults.

Ask simple questions and recognise that they can be answered in different ways.

Our supporting states of being are...

Geographer

- Use world maps, atlases and globes to identify continents and countries studied at KS1
- Revise simple compass directions and use directional language to describe locations on maps.
- Use aerial photos and plan perspectives to recognise human and physical features. Use and construct a simple key.
- Use and develop simple fieldwork and observational skills to study the geography of the school

Artist

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Through continuous and enhanced provision Wrens will develop their learning across all areas independently building confidence and consolidating alongside adult-led sessions.

The Reception children follow the EYFS This is separated into 17 areas of learning, which are developed through both adult and child-initiated learning and join in with our enquiry to develop these areas at their stage.