



Term 3

## Core subject coverage:

### Being Authors

This term we will use stories as our stimulus for writing including *Lost and Found* by Oliver Jeffers. We will also be writing letters as well as exploring rhyme.



### Being Mathematicians

Continuing to build on number knowledge in year R with a focus on 6 - 10 with revisits to 1-5 to start building number fact knowledge. Year 1 will continue their work on addition and subtraction before building their place value knowledge to 50! Year 1 will also be focusing daily on their number fact knowledge



- Letter formation - pre cursive
- Phonics for Writing
- Re-read own work.
- Nouns, ajectives,, verbs and adverbs
- Using expanded noun phrases
- Suffixes
- Building Stamina for writing

#### Autumn Assessment Number - Place Value

- Within 50
- Addition and Subtraction
- Within 20

- Daily number fact practice

- Guided Reading
- Phonics- Year 1 Spring 1
- spelling homework ( ksl common exception words)

- Letter formation
- Building Stamina for writing through letter formation practice.
- blending for writing (given sentences)
- Writing own name confidently
- Oracy for writing

- Number
- Match, Sort and Compare
  - Representing and Composition of numbers 6 - 10

- Addition and Subtraction
- Introduction to addition and subtraction

- Revisiting 1 - 5 through number fact Knowledge

- Shared reading / guided reading
- Phonics- Year R
- Spring 1

The Reception children follow the EYFS

This is developed through both adult and child initiated learning. Through this we will cover age 3-4 and Reception developmental stages targeted based on the individual child's needs.

This is 17 areas of learning.

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

## Enquiry Questions

### How does our school change (Winter) ?

Our lead state of being is:

#### Scientist

##### Seasonal Changes

- Observe changes across the 4 seasons
- Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically  
- Gathering and recording data to help in answering questions



#### Artist

##### Art and Design

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

- Develop a wide range of art and design techniques, using colour, pattern, line, texture, shape, form and spaces.  
- Learn about the work of a range of artists, craft makers and designers. Describing similarities between different practices and disciplines, making links to their own work.



Our supporting states of being are...

#### Geographer

##### Human and Physical

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Our supporting state of being is...

### Where is my school ?

Our lead state of being is:

#### Geographer

##### Place knowledge:

- Use simple compass directions (NSEW) and locational and directional language
- Identify the UK and its countries

- Understand geographical similarities & differences through studying human and physical geography of a small area of the UK and contrasting non-European country

##### Geographical skills and fieldwork:

- Use aerial photographs and plans to recognise landmarks/human/physical features
- Devise a simple map
- Use basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and grounds.

#### Musician

##### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- experiment with, create, select and combine sounds using the interrelated dimensions of music

We will be Athletes this year on Thursdays and Fridays



Year 1

EYFS