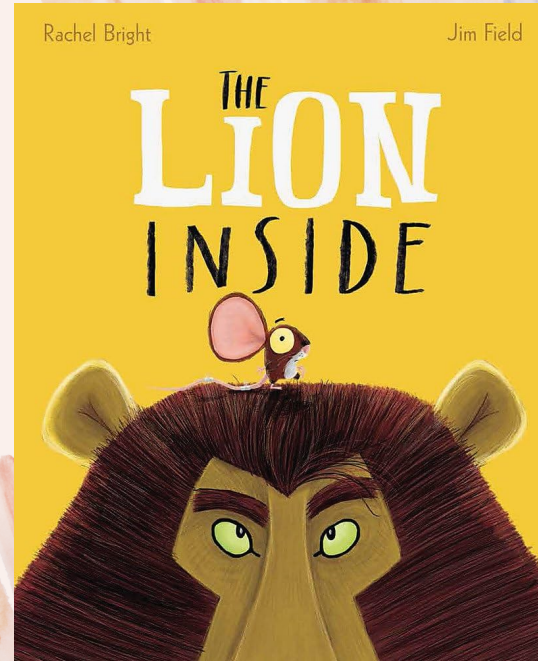


# Year 1 Topic Web – Term 3

## English

Our core text this term will be '**The Lion Inside**' by Rachel Bright and Jim Field. We will be writing a story about a small animal who befriends a large animal in the African savannah.



**A B C**

capital  
letters



finger  
spaces



full  
stop

**Read**

read it  
again

# Year 1 Topic Web – Term 3

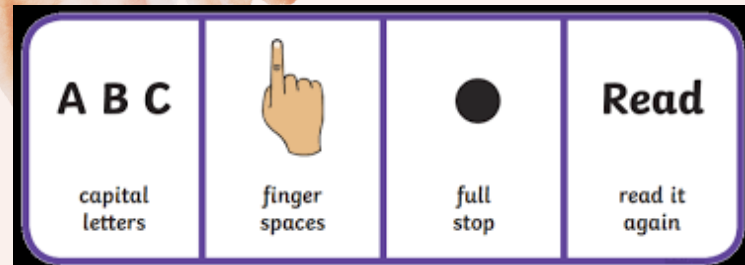
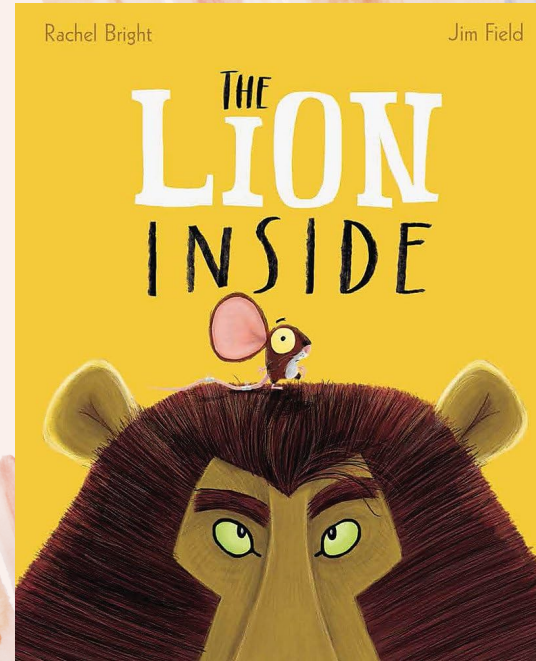
## SPaG (Spelling, Punctuation and Grammar)

Capital letter, full stop, question marks and exclamation marks.

Join words and clauses using **and**

The prefix **un-**

Suffixes **-ed,**  
**-ing, -er, -est**




# Maths

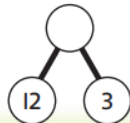
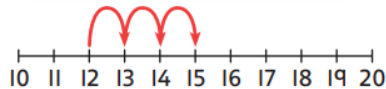
## We will be focusing on adding within 20.



We will need some maths words. Which words do you already know?

add      altogether  
ones      tens  
number bonds      part-whole

We can still use this  
0 1 2 3 4 5 6 7 8 9 10 and this   
to help us. What is  $12 + 3$ ?



In this unit we will ...

- ⚡ Add by counting on
- ⚡ Practise adding ones to help with adding numbers to 20
- ⚡ Use number bonds to 10 to help us with numbers bonds to 20
- ⚡ Solve word problems

We will need a ten frame again. How would you use a ten frame to add 8 red counters and 5 yellow counters?



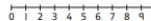

# We will also be focusing on subtracting within 20.



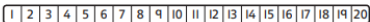
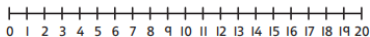
We will need some maths words.  
Have you seen all of these before?

subtract      take away  
find the difference  
how many are left?  
tens      ones      number bonds  
part-whole

We can also use this

 and this  
 to help us.

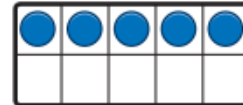
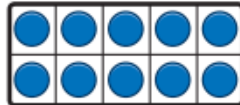
What is  $13 - 3$ ?



In this unit we will ...

- ⚡ Subtract tens and ones
- ⚡ Learn how to cross a 10 when subtracting
- ⚡ Compare additions and subtractions
- ⚡ Solve word and picture problems

We will need a ten frame again. Can you remember how to use it to help you find the answer to  $15 - 3$ ?



$$15 - 3 = \square$$






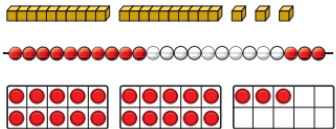
# Finally, we will be exploring place value to 50.



We will need some maths words and signs.  
Do you remember these?

tens      ones  
compare      order  
less than (<)      greater than (>)

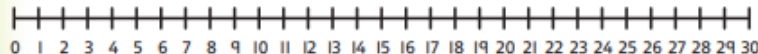
We can use different things to show the value of a number. We can use ,  or . What number is shown here?

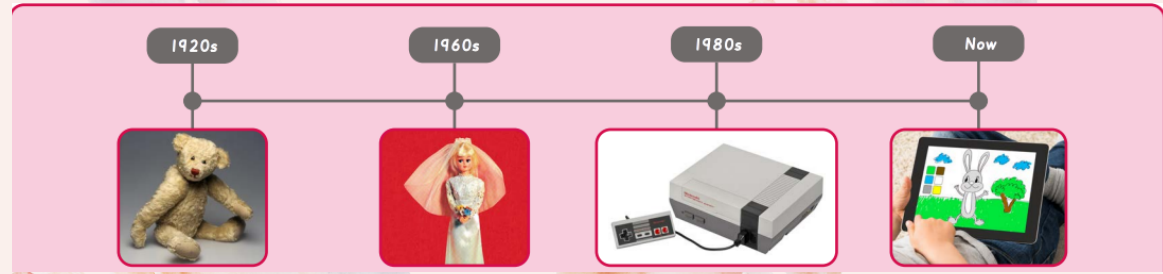


In this unit we will ...

- ⚡ Count up to 50
- ⚡ Compare numbers to 50
- ⚡ Order numbers
- ⚡ Count in 2s and 5s
- ⚡ Solve word and picture problems

We can use a number line to help us order and compare numbers. Which number is larger, 12 or 21?

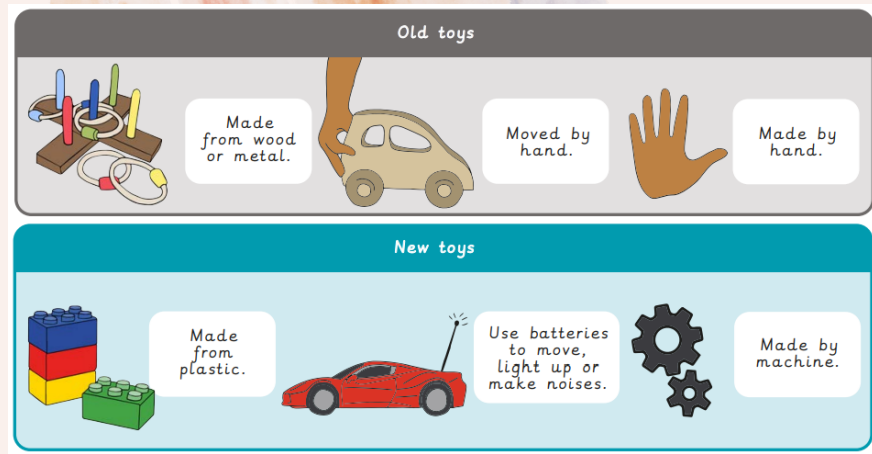




## Humanities

In History, we will be focussing on how toys have changed over time. We will discuss our favourite toy using language related to the past, ask questions about toys in the past and make comparisons between toys in the past and present.

In addition to this, we will sequence artefacts from different periods of time, identify changes between teddy bears today and those from 100 years ago and describe how toys have changed over time.



# Science

In Science, we will be learning how to draw and label human body parts, identify the body parts associated with each sense.

When we are working scientifically, we will record data in a table as well as measure using non-standard units.

## Senses



touch



taste



smell



sight



hearing

Your tongue tastes different flavours.



sweet



sour



salty



bitter

## Body parts

ears	nose	elbows
eyes	feet	legs
hair	head	knees
mouth	neck	face
teeth	arms	hands



## Sensing body parts



skin



tongue



nose



eye



ear

# DT – Textiles

We will be learning how to join fabrics together using pins, staples or glue, design a puppet/toy and use a template and finally decorate to match our original design.



<b>Decorate</b>	To add details to a design to improve its appearance.
<b>Design</b>	To make, draw or write plans for something.
<b>Fabric</b>	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
<b>Glue</b>	A sticky liquid that can join two things together.
<b>Model</b>	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
<b>Hand puppet</b>	A toy that you can make move by putting your hand inside it
<b>Safety pin</b>	A 'U' shaped pin with a cap where the needle slots in securely after fastening.
<b>Stencil</b>	A shape that you can draw around.
<b>Technique</b>	A way of doing something to complete a task.
<b>Template</b>	A stencil which you use to help you draw a shape more easily on to different materials.

## Did you know?

Puppets were first invented over 3,000 years ago in Egypt.

They were made out of clay.





## Ladder Knowledge



### Shapes:

You can improve your shapes by extending parts of your body.

### Balances:

Balances should be held for 5 seconds.

### Rolls:

You can use different shapes to roll.

### Jumps:

Landing on the balls of your feet helps you to land with control.

## PE – Gymnastics

We will explore and develop basic gymnastic actions on the floor and using low apparatus. We will be given opportunities to select our own actions to build short sequences and develop our confidence in performing. We will use of levels, directions and shapes when travelling and balancing.

Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

## Key Vocabulary



action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body. In gymnastics, these shapes have special names.



star



tuck



pike



arch



straddle










dish

## Religion and worldviews

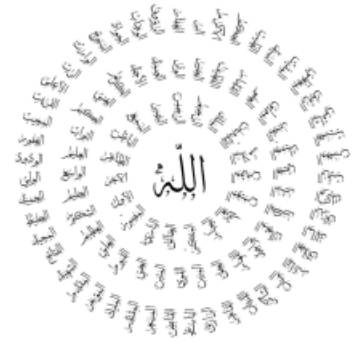
We will share our interpretations of what different names for God tell people about what God does and discuss opinions about belief about what God does while respecting others' views. We will recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship.

Within our unit of work, we will discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview.

			
Christian	Hindu	Jewish	Muslim
			
God Allah Brahman Ahura Mazda	Jesus	believe	Zoroastrian

In addition, we will recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms, and compare Zoroastrian beliefs to other religious or worldview concepts of good and bad.

Finally, we will make thoughtful observations about how this belief influences moral choices in daily life.



Some Muslim people believe that some of the 99 names tell them about what God does.



Some Christian people believe God came to Earth as Jesus to help people by showing his power over nature (miracles).



Some Hindu people believe the Trimurti tells them about God's roles as creator, caretaker and destroyer.

God's promise

God's promise

God's promise

Some Jewish people believe that God shared the first promise with Abraham which is now passed on with every generation of Jewish people.

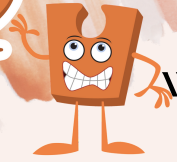


Some Zoroastrian people believe that Ahura Mazda (God) is fighting a battle against bad to maintain goodness in the world.

# PSHE

Hello

I'm Jigsaw Jack



Our third puzzle is called 'Dreams and Goals', where we will learn: to set simple goals and work out how to achieve them, understand how to work well with a partner, tackle a new challenge to stretch our learning and identify when you've worked well and celebrating this.

## Questions for Family Learning

- What goals have you set at school?
- What goal would you like to set for home?
- What do you need to do achieve your goal?
- How do you feel when something is difficult?
- How do you feel when you have achieved a goal?
- How can we celebrate your achievements together?
- How does Jigsaw Jack help you in lessons?
- Can you tell me about Calm Me time?

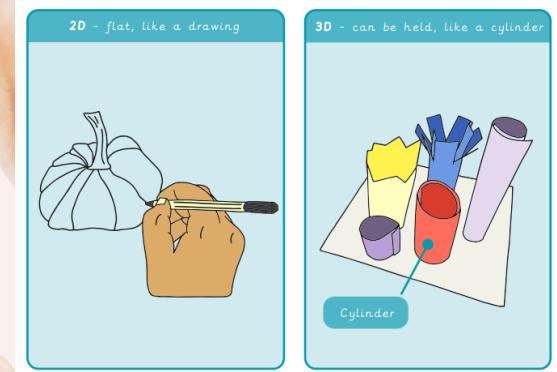
## I will learn about...

- How to set simple goals
- How to use stepping stones to reach a goal
- How to work well with others
- Different ways to tackle a challenge
- Obstacles and how to overcome them



# Art

We will be focussing on 'Sculptures and 3D designs'.



We will be investigating how to make a range of 3D sculptures using different materials. We will be looking at the work of multiple artists to inspire our work; such as Samantha Stephenson and Marco Balich.

# Computer Science

Our focus this term is to use a computer to make a list and explain the benefits of making a list on the computer.

We will also use a basic range of tools on graphics editing software to design a rocket, as well as sequence instructions to build a model rocket.

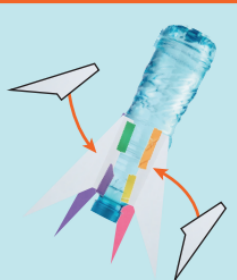
Finally, we will input data about our rockets into a table or spreadsheet.

Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Computer program	A series of instructions, that are written for a computer to follow. Also known as apps.
Create	To make something.
Data	Information used for a specific purpose or investigation.
Digital content	Information and media such as videos and pictures stored on a computer.
e-Document	An electronic file which includes text.
Folder	An electronic storage file that holds other digital content for example text, pictures, videos.
List	A number of things, one after the other.
Save	To store something for use later.
Sequence	A set order or pattern for something to follow.
Share	To show or give a part of something to someone else.
Spreadsheet	An electronic document that lets you store data in rows and columns.

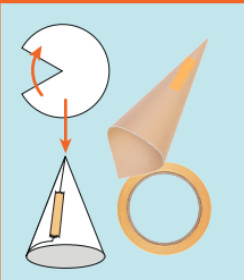
How to make a bottle rocket:



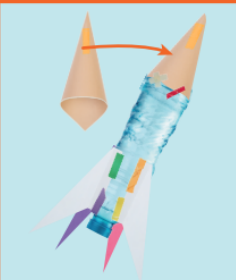
1. Collect the materials



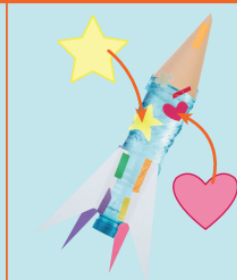
2. Cut and add the fins



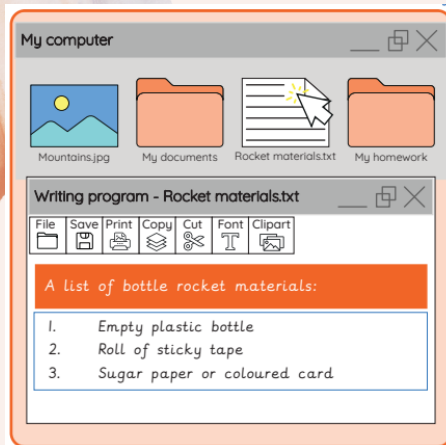
3. Make the nose cone



4. Attach the nose cone



5. Decorate the rocket



# Music

Our focus is on pulse and rhythm. We will learn how to keep a beat in time to a piece of music and sing to a melody.

## *Pulse*

The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

## *Rhythm*

A pattern of long and short sounds.



In Year 1, we provide homework tasks each week. These will be handed out on Fridays and collected in on Thursday, to be acknowledged. Please contact your child's class teacher if you require support/advice regarding homework. Children will need to practise 3 common exception word spellings weekly, as they are required to spell these correctly and independently by the end of Year 1.

<u>Week 2 Spellings:</u>	put	push	pull
<u>Week 3 Spellings:</u>	full	house	our
<u>Week 4 Spellings:</u>	the	a	do
<u>Week 5 Spellings:</u>	to	today	of
<u>Week 6 Spellings:</u>	said	says	are



**Things to remember:**

**Please could all property be labelled to support us and the children in identifying clothing and shoes.**

**PE kits should be brought into school at the beginning of each term.**

**Please continue to listen to your child read at least x3 a week and question them about the story to aid their comprehension.**