

Off we go!



Communication and Language

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Computing

Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating

Online Safety

- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.

Expressive Arts and Design

Creating with Materials (Art & Design)

- To understand what waterproof means and to test whether materials are waterproof
- I can test and make predictions for which materials float or sink.
- I can compare the uses of boats.
- I can investigate how the shape and structure of boats affects the way they move.
- I can design a boat.
- I can create a boat based upon their own design.

Being Imaginative and Expressive (Music)

- I understand why songs have actions
- I can learn some simple Makaton signs to accompany a song
- I can explore beat through body movement
- I can express feelings and emotions through movement to music
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- I can express feelings and emotions through movement to music
- I can explore pitch and tempo through scarf dancing and body movement
- I can express feelings and emotions through movement to music
- I can perform action songs to a small audience.

Personal, Social and Emotional Development

- I will know what caring families do
- I will know that every family should be respected
- I will know how to spot safe strangers
- I will know that online strangers can be harmful
- I will know what to do when I see bullying behaviour
- I will know why bullying behaviour is wrong

Understanding the World

Past and Present (History)

- I can recognise my own special achievements
- I can talk about some similarities and differences between transport in the past and transport now

People, Cultures and Communities (Geography)

- I can explore a range of maps
- I can apply my knowledge of maps to make my own.
- I can describe a journey using found objects as prompts
- I can identify land and water on a globe
- I am beginning to understand what a country is and can name the countries we are studying (China, England) and countries I have been to
- I know who Neil Armstrong is and why he is important
- I can talk about how daily life might be different for other children
- I am beginning to use a globe to find places we are learning about
- I can talk about how life in China is different to the UK

The Natural World (Science)

- I can talk about the changes I notice water is frozen and then melts
- I can talk about floating and sinking and make predictions using knowledge my explorations (Linked to DT)
- I can talk about the seasonal changes I can see in early spring
- I can talk about how the China is different to the UK
- I can name and describe some animals that live in China.
- I know that there are 8 planets and can name some of them
- I can name some common materials – (plastic, wood, fabric)

Religious Education

- I can retell religious stories making connections with personal experiences
- I can share and record occasions when things have happened in their lives that made them feel special
- I can recall simply what happens at a traditional Christian infant baptism and dedication
- I can recall simply what happens when a baby is welcomed into a religion other than Christianity.

Literacy: Reading and Writing

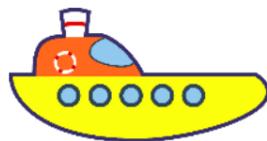
- I can write a caption
- I can write a phrase to describe a character from a story
- I can join two ideas using 'and'
- I can retell known stories
- I can write simple facts closely linked to a story
- I can join in with a refrain during group recital

Mathematics

Key concepts:

- Subitise within 5 focusing on die patterns
- Match numerals to quantities within 5
- Counting – focus on ordinality and the 'staircase' pattern
- See that each number is one more than the previous number
- Focus on 5, 6 and 7
- Compare sets and use language of comparison: more than, fewer than, an equal number to
- Make unequal sets equal

Curriculum Overview Term 3



Physical Development

- I can explore dynamic balance on a line and stance movements
- I can follow simple instructions.
- I can understand and follow simple rules.
- I can name some things I am good at.
- I can use small tools and move small objects with increasing accuracy
- I can form letters gG,q(w)Q,dD i,l,t,

Core Texts

- Field trip to the moon
- How to catch a star
- I love Chinese New Year
- Tracks of a panda
- Naughty bus
- The Train Ride

Visits/ Visitors/Experiences

- Luna New Year activities
- Space/ Alien dress up day
- A trip on the train or bus
- Trying celebration food for Luna New Year
- Seasonal walks

