**Our big question this term is: What’s it like to be me?**

**This theme is based on the Humanities aspect of the curriculum: history and science**



**RANGE:**

**Time and people**

**Children should be given opportunities to:**

sequence events, routines and changes, *e.g. in a journey to school, in a story*

measure time, using simple measuring devices, clocks, watches and calendars

recognise the changes caused by time, *e.g. to themselves and to people and places familiar to them*

recognise that there are reasons for, and consequences of, some actions

begin to identify differences between ways of life at different times, *e.g. by comparing a familiar place at different times in the past*

use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources look at different representations and interpretations of the past, *e.g. different books/pictures/ICT sources about the same person or event*.

**Myself and other living things**

**Children should be given opportunities to:**

learn the names and uses of the main external parts of the human body

identify the similarities and differences between themselves and other children

learn about the senses that humans use to enable them to be aware of the world around them

**Myself and non-living things**

**Children should be given opportunities to:**

experiment with different everyday objects and use their senses to sort them into groups according to simple features

experiment with different everyday materials and use their senses to sort them into groups according to simple properties

understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

**SKILLS: To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:**

exploring and experimenting

thinking about questions and then asking them and listening to the answers

listening to others’ ideas

identifying what they want to find out and how to do it

thinking about what might happen if...

becoming aware of human achievements and the ‘big ideas’ that have shaped the world

investigating sources and issues

thinking about how they will know if something has worked

making observations and measurements and keeping records

making comparisons and identifying similarities and differences

sorting and grouping information using ICT on some occasions

seeing links between cause and effect

making links within the different elements of Knowledge and Understanding of the World

thinking creatively and imaginatively

communicating observations and measurements

recognising simple patterns in their findings

describing what they have found out and offering simple explanations

expressing their own opinions and feelings, and making decisions while considering the viewpoints of others

using and becoming familiar with common words and phrases for their world

reflecting on and evaluating their own and others’ work.

**In math’s we are aiming to work on developing knowledge and understanding of:**

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| --- |
| * Sorting and classifying – venn diagram
* Doubling and halving – this will continue from our work on symmetry where we have learned about physical halves of things
* Time and seasons – telling the time to o’clock (and extend to half past), ordering the months of the year and the seasons in which they fit
* Number – continuing our work on addition and subtraction and partitioning numbers into 2’s, 5’s and 10’s
* Graphs – sorting and recording numbers, using tally charts to count
* 2D shape - recognising properties I.e. sides, curvy or straight
* 3D shape
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**In literacy we are aiming to work on developing our knowledge and understanding of:**

* to understand the difference between e non-fiction and fiction books
* to write letters for a real-life purpose
* to continue to develop use of capital letters, full stops and finger spaces in their writing
* to continue to communicate purposefully in writing, may be supported by drawing

|  |
| --- |
| * To use pictures, words, symbols and letters in sequence and familiar words to communicate meaning
* To talk about what they are going to write
* To write words, phrases and simple sentences and read back own attempts
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The question: ‘What’s it like to be me?’ will be put to the children and their thoughts and ideas will feed into the planning, as it is important that pupil voice is valued and acted upon. At present we have an overview of skills that we need to cover the way in which we do this may change depending on ideas generated by the children.

We will of course also be covering expressive art and will be looking at the work of the artist Kandinsky, children will be creating portraits and art work based on the book The Dot by Peter H. Reynolds. We will also be using this book as part of literacy along with film clips to stimulate writing and discussion. The children will be carrying out STEM (science, technology, engineering and math’s) challenges. As part of Health and Wellbeing we will continue to develop the children’s knowledge of ‘Growth Mindset’ and how it can help them when faced with problems.

I look forward to an exciting term ahead and if you would like any more information please do not hesitate in coming into see me or send a message via Dojo.

 