
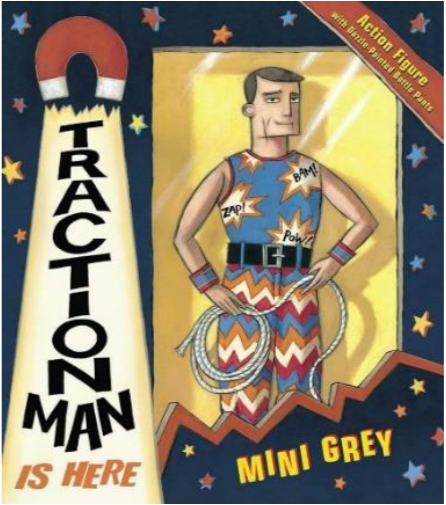


Term Three Toys

In this topic, we will be exploring how toys have changed over time by looking at our own toys, our parent's toys and grandparents' toys. Across the term, we will be exploring and evaluating a range of wheeled toys with a focus on finding out how they move. We will then use our understanding of wheels and axels to design, construct and evaluate our very own wheeled vehicle. Throughout this topic, we will build upon our knowledge of materials and start to use our knowledge of their simple properties to suggest the suitability of materials for a specific purpose.

Every week, your child will continue to explore their learning in provision, at the tutor table and by completing their four play projects: compose, construct, create and calculate.

Learn Together	Mathematics	English
<p>In Learn Together, we will:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding that all feelings are a normal part of human life and that feelings are transient not permanent.</li> <li>articulate how they might respond when feelings become overwhelming.</li> <li>demonstrate an understanding of the importance of composting and recycling.</li> </ul> <p>This term will focus on the following rights:</p>  <p>ARTICLE 8: You have the right to an identity - an official record of who you are. No one should take this away from you.</p> <p>ARTICLE 12: You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>ARTICLE 24: You have the right to clean water to drink, healthy food and a clean and safe environment to live in.</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p style="text-align: center;">Place Value (within 20)</p> <p>Week 1:</p> <ul style="list-style-type: none"> <li>To count forwards and backwards within 20.</li> <li>To understand the 'ten and a bit' structure of numbers.</li> </ul> <p>Week 2:</p> <ul style="list-style-type: none"> <li>To understand the structure of numbers within 20.</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>To understand 20.</li> <li>To find 1 more and 1 less.</li> </ul> <p>Week 4:</p> <ul style="list-style-type: none"> <li>To order a number line.</li> <li>To add on a number line.</li> </ul> <p>Week 5:</p> <ul style="list-style-type: none"> <li>To subtract on a number line.</li> <li>To estimate on a number line.</li> </ul> <p>Week 6:</p> <ul style="list-style-type: none"> <li>To compare numbers.</li> <li>To order numbers.</li> </ul> <p>In our fluency sessions, we will be focussing on:</p> <ul style="list-style-type: none"> <li>recognising and writing numbers to twenty as words.</li> <li>using mental methods to solve the addition and subtraction of 1.</li> <li>quickly recalling number bonds to 10.</li> </ul> <p>Your child could use the White Rose 1-minute application to practice number facts at home: <a href="https://whiterosemaths.com/1-minute-maths">https://whiterosemaths.com/1-minute-maths</a></p>	<p>Across the term, we will be looking at our focus text 'Traction Man' by Mini Grey. This book explores the imagination of a young child who takes their new action figure on exciting adventures where real life objects are turned into evil villains causing imminent disaster for the world. We will see if Traction Man can really save the day.</p>  <p>We will use this focus book as inspiration to write a range of text types including posters, letters, diary entries and narratives. Our main focus when writing will be composing sentences orally, using capital letters for the start of sentences and proper nouns, full stops and finger spaces and re-reading our work to ensure it makes sense. We will continue to build upon our knowledge of nouns will explore how to modify them from singular to plural by adding -s or -es. The unit will conclude with the planning, illustration and writing of our own adventure narrative for Traction Man.</p> <p>Across the term, we will be learning to read and spell the following tricky words:</p> <p style="text-align: center;">again, any, ask, call, could, different, friend, many,</p> <p style="text-align: center;">Mr, Mrs, people, school, should, their, two, water,</p> <p style="text-align: center;">want, who, whole, work, would, your</p>

<p style="text-align: center;"><b>Art - Sculpture</b></p>	<p style="text-align: center;"><b>Computing - Moving Robots</b></p>	<p style="text-align: center;"><b>Design &amp; Technology - Wheels &amp; Axels</b></p>
<p>In Art, we will begin to consider what sculpture can be. We will explore the work of other sculptors whilst taking a playful and inventive approach to making our own sculptures.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• use their hands to make small sculptures out of lots of different materials.</li> <li>• manipulate materials by bending, twisting, folding, cutting and fastening.</li> <li>• use their hands to make sculptures without designing first; seeing what happens if...</li> <li>• share and discuss their work and the work of well-known sculptors including Christo &amp; Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown &amp; Wayne Garrett.</li> </ul>	<p>In Computing, we will begin to explore early programming concepts such as algorithms, debugging and programs.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• predict the outcome of a command on a device.</li> <li>• run commands on a device.</li> <li>• follow and give instructions using commands such as forwards, backwards, left turn, right turn, stop and start.</li> <li>• predict the outcome of commands and carefully consider their order to create a sequence (early program).</li> <li>• plan several programs to achieve the same outcome.</li> </ul>	<p>In D&amp;T, we will be exploring mechanisms with a focus on wheels and axles.</p> <p>Your children will be learning to;</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of wheeled products.</li> <li>• distinguish between fixed and freely moving axles.</li> <li>• explore and use wheels, axles and axle holders to design, make and evaluate a moving toy.</li> </ul>
<p style="text-align: center;"><b>Music - Meet The Instruments</b></p>	<p style="text-align: center;"><b>Physical Education</b></p>	<p style="text-align: center;"><b>Science - Exploring Everyday Materials Continued</b></p>
<p>In Music, we will learn about two new instruments; the djembe and dunun. We will learn to play body percussion, keeping in time to a steady beat.</p> <p style="text-align: center;">Song One: <a href="#">Ji Kuna</a> Instruments: <a href="#">Meet the Instruments</a></p> <p>Your child will be learning;</p> <ul style="list-style-type: none"> <li>• to sing songs with increased vocal control, responding to visual directions and counting in.</li> <li>• to understand basic musical structures (rhythm, pulse, pitch, timbre and texture).</li> <li>• to keep in time to a steady beat.</li> <li>• to think critically about music they have heard.</li> <li>• to develop and expand their understanding of rhythmic notation.</li> <li>• to play classroom percussion musically and explore how music is created, produced and communicated.</li> </ul>	<p style="text-align: center;">Dynamic Balance to Agility: Balance on a line</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• walk forwards and backwards along a straight line.</li> <li>• walk forwards and backwards with high knees and arms driving.</li> <li>• walk forwards and backwards with heels up and arms driving.</li> </ul> <p style="text-align: center;">Static Balance: Stance</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• maintain a balance on a line with their heels up.</li> <li>• maintain a balance with one foot up.</li> <li>• maintain a balance for 10 seconds whilst making a shape.</li> <li>• maintain balance whilst moving between and holding three different shapes.</li> </ul>	<p>In Science, we will continue to explore everyday materials and begin to consider their suitability for a range of purposes from roofs, walls and windows.</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made.</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• describe the simple physical properties of a variety of everyday materials.</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>
<p><b>History - Changes within living memory: Toys</b></p>		
<p>In History, we will be learning about changes within living memory (over the last eighty years). We will be develop our awareness of the past, using common words and phrases relating to the passing of time such as past, present, future, old, before, after and ordering toys on a simple timeline.</p> <p>We will be carefully looking at historical sources to answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are our toys like today?</li> <li>• What are other people's toys like?</li> <li>• How can we tell these toys are old?</li> <li>• What sorts of toys did our grandparents play with and how do we know?</li> <li>• Who played with these toys in the past and how do we know?</li> </ul>		