

## Year 1 Term 3 Learning Overview

Week number	Literacy		Maths	Science	Lien Ket	
	English	Vietnamese			English	Vietnamese
1	<p><b><u>Unit: Narrative Unit 3 (4 weeks): Traditional and Fairy tales (including plays)</u></b> Identify and summarise the plot using 'beginning-middle-end'. Draw out typical features: beginnings and endings, story language, characters and plots. Re-enact using masks.</p>	<p><b><u>Unit: Narrative Unit 3 (4 weeks): Traditional and Fairy tales (including plays)</u></b> Identify and summarise the plot using 'beginning-middle-end'. Draw out typical features: beginnings and endings, story language, characters and plots</p>	<p><b><u>Unit: Securing number facts, relationship and calculating</u></b>  Derive and recall all pairs of numbers with a total of 10, 20  Work out the corresponding subtraction facts.</p>	<p><b><u>Materials (continued)</u></b> Plan and carry out a simple investigation to learn about which materials are waterproof. Understand what a fair test is.</p>	<p><b><u>Topic: Buildings and Structures (continued)</u></b> Explore different building designs from around the world. Design their own building based on one of these.</p>	<p><b><u>Topic: Toys</u></b>  <b>Entry point:</b> Year 1 trip to role play based educational centre.</p>
2	Adapt the story by changing the characters and use a story map to sequence.	Re-enact using pictures, puppets or props. Explore characters using hot seating and role-play.	Double and halve of all numbers to at least 10, 20	<p>Carry out an <i>independent</i> investigation to test how waterproof different materials are.</p> <p>Learn about and decide whether materials are transparent, opaque or translucent.</p>	Make their house using their designs. Adapt their designs as required.	Describe favourite toys to the class and share why they are their favourite toys.
3	Green Day	Green Day	Green Day	Green Day	Green Day	Green Day
4	Write the beginning, middle and end sections of their version of the story using full sentences.	Write character profiles using pictures, words and captions.	<p>Count on or back in ones, twos, fives and tens. Recall the doubles of all numbers to at least 10 and 20. Use the vocabulary of halves and quarters in context.</p>	<i>Additional Literacy sessions.</i>	<p><b><u>Topic: Toys</u></b> <b>Entry Point:</b> Children and Parents share their favourite toys.  Knowledge Harvest.</p>	Draw toys in pencil and then overlay with ink. Add key descriptive words around their pictures.

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5	Orally learn another traditional story with the support of story maps. Write a shortened version of it.	Plan their own version of another traditional tale, sequencing events.	<b><u>Unit: Handling data and measures</u></b> Use diagrams to sort objects into groups according to a given criterion Identify information from a pictogram, table or a chart.	<b><u>Light and Dark</u></b> Introduce the topic. Discuss experiences of darkness: - What can you see? - What can we do in the dark? - Who is afraid of the dark? Why?  Enjoy the experience of darkness in a dark space.	Creative a painting showing their favourite toy. Accompany this with a simple sentence (display)  Explored how some toys use optical illusions. Develop and make their own toy that uses the features of an optical illusion.	Present and describe their toys to the class. Compare and contrast different toys.
6	<b><u>Unit: Non-fiction Unit 5 Recount (Fact and Fiction) 2 weeks.</u></b> Orally compose a recount, sequencing events using time connectives.	The children write their own version of another traditional tale, using complete sentences.	<b><u>Weight measurement:</u></b> Identify measurement equipment and units. Weigh objects using non-standard units. Weigh objects using standard units (1 kg, 500g). Compare weight – lighter and heavier	Identify, sort and investigate different sources of light.	Plan and carry out an investigation into the distance that different toy cars travel. ( <i>Emphasis on planning the investigation and drawing up and completing their own table of results</i> )	Make a traditional toy: a paper windmill.
7	Create videos of recounts based in school and then use our listening skills to map out and follow the steps of other classes recounts.	<b><u>Writing assessment and Reading Assessment (Bench Marking)</u></b>	<b><u>Unit: Counting, partitioning and calculating</u></b> Solve problems involving counting, adding, subtracting, doubling or halving.	Plan and carry out an investigation to find out which light source is the brightest.	Use ICT to present results of toy car investigation in the form of a graph.  Investigate reflection through toys: make a kaleidoscope.	<b><u>Exit Point:</u></b> Play traditional games.

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8	<p>Writing Assessment – recount of the weekend.</p> <p>Peer assess using Independent writing criteria.</p> <p>Write another recount using targets set.</p>	<p><b><u>Unit: Non-fiction Unit 5</u></b> <b><u>Recount (Fact and Fiction) 2 weeks.</u></b> Orally compose a recount, sequencing events using time connectives Plan how to write this recount using a storyboard.</p>	<p>Read and write numerals from 50 to 100.</p> <p>Use knowledge of place value to position numbers.</p>	<p>Learn about sunrise and sunset through art. Create a colour wash and add silhouettes. Explain why sunrise and sunset happens.</p>	<p><b><u>Topic: The Senses</u></b> <b>Entry Point:</b> Set up 6 areas in different classrooms for children to explore the 5 senses.  Knowledge Harvest:</p>	<p><b><u>Topic: The senses</u></b>  Identify names of the five senses: Eye: Thị giác, nose: Khứu giác, mouth: vị giác, ears: thính giác, hands, skins: xúc giác</p>
9	<p><b><u>Unit: Poetry Unit 1</u></b> <b><u>Using the senses (2 weeks)</u></b> Explore a range of nursery rhymes and fun poems. Learn them orally and adapt.</p>			<p>Look at the properties of reflectors and make a periscope.</p> <p>Learn about fireworks through artwork. Discuss the dangers of fire and fireworks.</p>	<p>Answering the children’s question: Investigate different sounds and where sounds come from.</p>	<p>Investigate the functions of each sense through range of activities: taste and smell.</p>
10	<p>Map out their own version of the poems they have learned. Create their own little book of poems.</p>	<p>Write their own version of the story, using or adapting the class ideas <b><u>Unit: Poetry Unit 1</u></b> <b><u>Using the senses (2 weeks)</u></b> Identify and discuss words that describe what we can see, hear, feel, smell and taste.</p>	<p><b><u>Unit: Securing number facts, relationship and calculating</u></b> Describe a puzzle or problem using numbers, practical materials and diagrams. Use these to solve the problem and set the solution in the original context</p>	<p>Learn about and explore shadows.</p>	<p>Use Makaton sign language to learn about the hearing and sight.</p>	<p>Investigate the functions of each sense through range of activities: Touch and Smell</p>
11	<p>Share poetry books and their adapted poems.</p>	<p>Invent actions for each sense to perform when reading or reciting the</p>	<p>Solve practical problems that involve combining groups of 2, 5 or 10, or</p>	<p>Investigate reflectors of light.</p>	<p>DT: Design and make a sensory fruit salad.</p>	<p>Investigate the functions of each sense through range of activities: Taste</p>

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		poems. Play a range of games to explore the senses, for example identifying familiar objects when inside a feely bag	sharing into equal groups			
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