**Maths/Numeracy**

About the Unit:

We will be following the Early Years Foundation Stage (EYFS) curriculum guidelines and elements take from KS1 Year 1.

The emphasis is on: Numbers and Counting.

Shape (describing position, shape and size, identifying and naming), Pattern sequences. Money (recognising coins and role play activities for problem solving using money).

Mass and Weight (mass/weight [for example, heavy/light, heavier than, lighter than, greater than, lesser than]. Capacity and Volume [for example, full/empty, more than, less than, half, half full, quarter].

Time [for example, quicker, slower, earlier, later] and reading the time off an analogue clock.

Puzzles, number games and problem solving.

Data collection and analysis. – **Links will be made with Science and Cooking activities**

**Literacy**

**Our topic for this term is ‘The Rights and Responsibilities of the Child’**

**Key texts linked to topic:**

**Library Project Loan Books:**

1. **‘You Matter’ by Christian Robinson , YouTube clip read aloud** [**https://www.youtube.com/watch?v=ltOaIsWXpHA**](https://www.youtube.com/watch?v=ltOaIsWXpHA)
2. **‘We are all neighbours’ by Alexandra Penfold, YouTube clip read aloud** [**https://www.youtube.com/watch?v=QbgCBr-534A**](https://www.youtube.com/watch?v=QbgCBr-534A)
3. **‘Dreams of Freedom’ in words and pictures – Amnesty International, YouTube clip read aloud part 1** [**https://www.youtube.com/watch?v=ROFZj12jsyI**](https://www.youtube.com/watch?v=ROFZj12jsyI)

**And part 2** [**https://www.youtube.com/watch?v=iOYDrVT4miI**](https://www.youtube.com/watch?v=iOYDrVT4miI)

1. **‘Making Choices – Our Values’ YouTube clip read aloud** [**https://www.youtube.com/watch?v=Ump5ww8pL5w**](https://www.youtube.com/watch?v=Ump5ww8pL5w)
2. **‘How to Heal a Broken Wing’ by Bob Graham YouTube clip read aloud** [**https://www.youtube.com/watch?v=ZRyWcwd4y8s**](https://www.youtube.com/watch?v=ZRyWcwd4y8s)
3. **‘We are all born free – the Universal Declaration of Human Rights in Pictures’ - Amnesty International YouTube clip read aloud** [**https://www.youtube.com/watch?v=Q3ozxrdD30s**](https://www.youtube.com/watch?v=Q3ozxrdD30s)

**Storytelling and sequencing.**

**Retelling key events in topic texts.**

**Identifying main characters and the setting.**

**Answering questions in response to stories or events.**

**‘WHO? WHAT? WHERE?’**

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**Computing and Online Safety**

To introduce basic word- processing skills

* Typing skills
* Insert symbols and bullet points
* Saving documents
* Editing text
* Correcting mistakes
* Formatting text including using bold, italics and underline.
* To change the size and colour of the font.
* Inserting pictures

The students will be applying the skills they learn into creating a celebration card



**TWAU**

**Water and the Coast (Seaside)**

Thisunit will teach the class about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photographs, and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.

**PSHE**

**We will be following the KS1 curriculum guidelines (updated July 2019): ‘***teaching the fundamental building blocks and characteristics of* ***positive relationships****, with particular reference to friendships, family relationships, and relationships with other children and with adults’.*

*This starts with pupils being taught, about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy’.*

**Citizenship**

The Rights of the child.

Does the class know their rights?

Do they have any responsibilities?

What rights do we enjoy in our communities? How does these rights compare with other parts of the world?

**RE**: Spring celebrations from various faiths. Easter , Ramadan, Holi

**Life Skills/ Community Visit/QUEST/Forest**

In these sessions we make cross curricular links to the learning in our other subjects.

To visit parks, garden centres and gardens (National Trust) link with Science.

To visit a seaside resort lined to TWAU.

To visit a beach, linked to TWAU.

Travel training: using public transport.

Our local community linked to citizenship

Places of worship linked to RE

**Forest schools**

Students will be taking part in Forest School which is an inspirational process that offers children regular opportunities to achieve, and develop confidence and self-esteem through hands on learning experiences in a local woodland environment.

**Science**

**PLANTS:**

* identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* identify and describe the basic structure of a variety of common flowering plants, including trees
* use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.
* **Link to Life skills : trips to parks (National Trust or local).**

**PE/Physical Skills**

Bikes with Mark from Sustrans.

This term Matt from Sussex Cricket is teaching the class Table Cricket. The objectives are:-

* Develop skills involved in participating in the activity
* Understand the rules and conventions of the activity
* Develop social skills in teamwork aspect of activity
* Work towards a Table Cricket Tournament at Hove Cricket Ground next term against other schools

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**Yoga**

Sessions are tailored according to the needs of the class on the day.

Children express their energy levels and moods at the start of the session and then practice develops accordingly.

Children are allowed to not be active participants and just rest, as one would in a ‘yoga nidra’ session.

A combination of breath-work, standing poses and mat work is used.

Fun dance flows and tapping or self-massage are also incorporated.

A variety of musical tracks or no music is also accessed.

**Art/DT**

Art – Exploring Portraiture. Throughout history and across cultures, artists and makers have shown a fascination with human faces, whether to reveal something of themselves or to express characteristics, ideas or personalities. Students will look at proportion and use colour, pattern and words to create self-portraits.

DT - we will be starting this unit of work by sharing and reading a book by the author of the term – ‘Sharing a Shell’ by Julia Donaldson. Reinforcing the physical geography topic of the coast.

From there we will be sculpting shells using clay, designing and making paper mache stones and pebbles to contribute to a class rock pool diorama/small world play.

**Cooking**

Healthy Soups.

Students will work mostly independently supervised by an adult. Students will be expected to follow a picture sequence recipe, to make the following:

* Carrot, Parsnip and Celery Vegetable soup
* Carrot, Parsnip and Celery Vegetable soup
* Beetroot, Lemon and Chive Soup
* Cauliflower and Vintage Cheddar
* Spinach and Nutmeg Soup
* Leek and Potato Soup

Forest school this term

Students will be taking part in Forest School which is an inspirational process that offers children regular opportunities to achieve, and develop confidence and self-esteem through hands on learning experiences in a local woodland environment. Each session is learner-centred, based on the skills and needs of the group.

The activities will include elements of natural crafts, games are played and small achievable tasks will be offered such as hide and seek, building shelters, learning how to use appropriate tools, lighting fires, wood/bush crafts, art and drama, outdoor cooking, natural history and teamwork, climbing and exploring the woodland.

The participants learn basic woodland skills as a method to try and boost their self-confidence and raise their self-esteem. The participants learn to use natural materials and develop practical and intellectual skills.

An important aspect is to enable pupils to acquire age/experience appropriate skills including keeping safe in the outdoor environment, using hand tools for crafts and the safe use of fire.

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