

**Learning Behaviours being developed this term:**

Collaboration when completing topic project in school

Making links, noticing and curiosity

**Key questions running through the term:**

**Where do we live?**

Can you recognise where we live in the UK? Where are we in relation to the school/river/sea? What is our address?

**Which animals live here?**

Can you recognise which animals live in the river and sea?

**As authors**, we will start the term by learning about letters. We will recognise and identify the features of a letter and be able to recall what we need in order to write our own letters linked to our text 'Dear Mother Goose'. We will pretend we are characters from various nursery rhymes and write letters to 'Mother Goose' with problems.

Later in the term we will look at non-fiction books, linking to our topic. We will use technology and books to identify facts and then create our own lift the flap books.

**As mathematicians**, we will secure our knowledge of numbers 0-10 and then beyond. We will be able to recall number facts to help us with calculations. For example, using our number bonds and related facts. We will be able to sort and group objects in different ways and be able to explain how and why we have done this. We will be able to identify own resources around the classroom in order to complete maths challenges.

**As geographers**, we will locate England, Devon and then Topsham on a map of the UK. We will be able to recognise key physical and human features in the area. We will create a local map with a key.



**As scientists**, we will... be learning about a variety of animals that live under the sea. We will be starting with our local waters and then exploring across the world. We will be classifying and sorting animals into groups. Our Aquarium trip will support our learning.

**As computer scientists we will...** be exploring 'Purple Mash' to create animated story books linked to our learning in topic.

We will be completing sessions using 'Natter hub' to identify what we can do to stay safe online.

**As Designers**, we will explore and experiment using a variety of materials and develop our collage skills. We will use manipulate materials and use them for a particular purpose. We will utilise the skills we learn to create our final outcome which will be linked to our topic work and show a glimpse into the ocean.

**How we would like your support this term:**

Read with your child every day, even just for 10 minutes.

Ensure your child can write phase 3 and 4 tricky words.

Engage with the preview homework.

Practise number bonds and related facts to 10.

Practise counting in

**In PE we will...**

Learn various gymnastics skills to then use to create a short gymnastics routine.

During our outdoor PE lesson, we will be learning and developing gross motor and coordination skills to take part in team games and invasion games.

**Spelling and Phonics:**

We will start the year by revisiting phase 3 and 4 to ensure we are secure in reading and writing these sounds and tricky words. In Year 1, we will then learn new sounds from phase 5 and the common exception words. We will practise reading and writing these daily during our phonics sessions. We will focus heavily on segmenting and blending these sounds ready for our Year 1 Phonics screener test.

**Some of the books we will be enjoying include:**

**Dear Mother Goose by Michael Rosen**

**Knock Knock, Open the Door by Michaela Morgan**

**The Rainbow Fish by Marcus Pfister**

**See Under the Sea by Kate Davis**

**Commotion in the Ocean by Giles Andreae**

**Hidden World Ocean by Libby Walden**

**In SMSC:** Being Me and Celebrating Difference

**In Music:** exploring what sounds instruments make.

**In RE:** Christianity and belonging.

**Trips, visitor, and experiences:** We are looking forward to our trip to the National Aquarium in October which will be heavily linked to our topic and science. The children will share their home projects the week before we go on our trip.

Children will be looking at a real fish that has been caught locally.