



Theme Intent:
Our **sense of purpose** and a need for **empathy** will drive this unit of work, as the children will look after Beegu the alien and educate her about our planet. Our **sense of identity** will be nurtured as we build on our understanding of our local area, as well as through developing our knowledge of the human body. We will be nurturing creativity in response to challenges posed, as we design, make, and evaluate a spaceship to send Beegu home.

Our value for the term is **perseverance**; we keep trying our hardest even when things are difficult.

Year 1, Term 3 – Celebrate Cheltenham (Local Environment)

<p>Reading</p> <p>Favourite Five</p> <ul style="list-style-type: none"> Who Are You? By Smriti Halls Goldy Luck and the Three Pandas by Natasha Yim Man on the Moon by Simon Bartram Here We Are by Oliver Jeffers Martha Maps It Out by Leigh Hodgkinson <p>Phonics</p> <ul style="list-style-type: none"> Alternative Graphemes Revisiting Phase 3 and 5 in preparation for phonics screening check 	<p>Writing</p> <p>Description</p> <ul style="list-style-type: none"> Core Text: Beegu by Alexis Deacon Final Outcome: Setting description of Beegu's planet. <p>Instructions</p> <ul style="list-style-type: none"> Core Text: (various examples) Final Outcome: Instructions to help Beegu build a spaceship. 	<p>Maths</p> <p>Addition and Subtraction (11 to 16)</p> <p>Measurement: Length</p> <p>Addition and Subtraction (17 to 20)</p>	<p>Science</p> <p>Animals Including Humans</p> <ul style="list-style-type: none"> Can I name the parts of the human body that I can see? Can I link the correct part of the human body to each sense?
<p>Oracy</p> <ul style="list-style-type: none"> To disagree with someone else's opinion politely To listen to others and be willing to change their mind based on what they have heard modelled 	<p>RE</p> <p>Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> Can I re-tell simply some stories used in Jewish celebrations? (e.g. Chanukah) 	<p>PSHE</p> <p>Keeping Myself Safe</p> <ul style="list-style-type: none"> I can say what I can do if I have strong, but not so good feelings, to help me stay safe. I can say when medicines might be harmful. 	<p>PE</p> <p>Real Gym- Rowan Gymnastics</p> <p>Real PE 3</p> <ul style="list-style-type: none"> Dynamic balance on a line and stance through focused skill development sessions, thematic stories and games
<p>Music</p> <ul style="list-style-type: none"> Use voices to chant and sing Copy and repeat simple patterns and use actions Use voices in different ways Use instruments to portray a space scene choosing sounds using percussion and voices Respond to music using words, pictures or movement 	<p>DT</p> <p>Spacecraft</p> <ul style="list-style-type: none"> Can I make a simple plan before making? Can I use my own ideas to make something? Can I explain to someone else how I want to make my product? Can I choose appropriate resources and tools? Can I say what I liked about my work and other people's work? Can I identify where my evaluations have led to improvements in my products? 	<p>Geography</p> <p>Our Local Environment</p> <ul style="list-style-type: none"> Can I recognise where I live and can tell someone my address? Can I use basic geographical vocabulary to identify some of the UK's physical features? Can I use basic geographical vocabulary to identify some of the UK's human features? Can I use simple compass directions and locational and directional language to describe the location of features and routes on a map? Can I devise a map of my school and use and construct a basic symbol key? Can I use simple fieldwork and observational skills to study the geography of my school? 	<p>Computing</p> <p>Programming</p> <ul style="list-style-type: none"> Can I predict the outcome of a command on a device? Can I run a command on a floor robot?