

Phonics



We will be recapping our Phase 3 phonics and introducing our "Choose to Use" digraphs.

ay or ai

igh or ie

oe and oa

ee or ea

oo and ue

Shape

- Step 1** Recognise and name 2-D and 3-D shapes
- Step 2** Count sides on 2-D shapes
- Step 3** Count vertices on 2-D shapes
- Step 4** Draw 2-D shapes
- Step 5** Vertical lines of symmetry
- Step 6** Count faces on 3-D shapes
- Step 7** Count edges on 3-D shapes
- Step 8** Count vertices on 3-D shapes
- Step 9** Sort 2-D and 3-D shapes
- Step 10** Patterns with 2-D and 3-D shapes

Addition and Subtraction within 100.

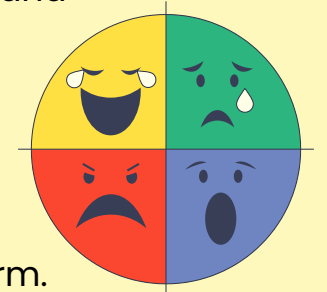
- Step 1** Related facts
- Step 2** Add and subtract 1s
- Step 3** Add to the next 10
- Step 4** Add to a 10
- Step 5** Add across a 10
- Step 6** Subtract to a 10
- Step 7** Subtract from a 10
- Step 8** Subtract across a 10
- Step 9** Add 10s
- Step 10** Subtract 10s
- Step 11** Add two 2-digit numbers (not across a 10)
- Step 12** Add two 2-digit numbers (across a 10)



Feel It



We will follow the Feel It programme and will:
 Discuss it
 Listen to it (song)
 Story
 Draw It
 for each of our key emotions this term.



Elder
Class
Term 3



PSHE



Our learning this term will focus on "Dreams and Goals". Students will reflect on resilience and success by learning about someone who overcame challenges. They will identify their own dreams and ambitions, embrace new learning challenges, and develop strategies to achieve them. The focus is on motivation, enthusiasm, and recognizing obstacles while planning steps to overcome them. Learners will also evaluate their progress and consider how to improve their learning process next time.



English



The class will read The Grand Hotel of Feeling together, discuss emotions linked to colors, and create an emotion mood board. They will develop and rehearse a story map, sequence the story with images and captions, and explore descriptive language using adjectives and emotions. Students will innovate the story by changing the setting (e.g., to a beach), adapt the map, and describe sensory details. They will write and edit parts of the new version, engage in guided reading focusing on retrieval and prediction, and brainstorm further settings (zoo, funfair, jungle) to create new story maps and complete their own adapted stories.

The class will respond to a Spike Milligan nonsense poem, identifying silly words and exploring rhyme patterns. They will create an alternative ending for a nursery rhyme using adventurous language and correct punctuation, then research other nonsense poems. Students will write their own short nonsense poem with rhymes and proper punctuation, while focusing on spelling and alliteration. They will learn what alliteration is, recognize it in poems, and understand how it enhances poetic language.