

# Nurture Class - Term 3

## Hailstones and Heatwaves

### MATHS

Place Value (Within 20)

Count within 20

Understand each number from 10 to 20

1 more and 1 less

Use and estimate on a number line to 20

Compare and order numbers to 20

Addition and Subtraction (Within 20)

Add by counting on within 20

Add ones using number bonds

Find and make number bonds to 20

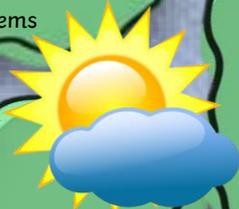
Doubles and near doubles

Subtract ones using number bonds

Subtraction – counting back, finding the difference

Related facts

Missing number problems



### ENGLISH

**Information text**

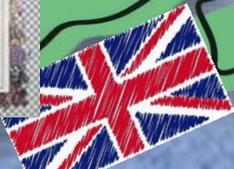
**Narrative:** character, feelings, description

**Sentence structure**

**Postcard**

**Poetry:** free verse

*Out and About* by Shirley Hughes

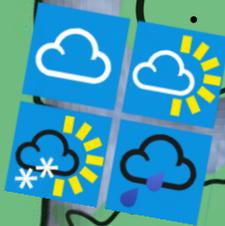


### GEOGRAPHY

#### Hailstones and Heatwaves

What is the weather like in the UK?

- What are the four countries of the UK?
- What are the four seasons in the UK?
- What are compass directions?
  - What is the weather like today?
- Is the weather the same everywhere in the UK?
- What do people in the UK do in different seasons and weather?



### SCIENCE

#### Biology – Planting (Winter)

- Exploring plant growth
- Plants with a stem, flowers, roots and leaves
- Exploring how plants change throughout the year

#### Biology - Animals

- Mammals
- Birds
- Fish
- Amphibians
- Reptiles



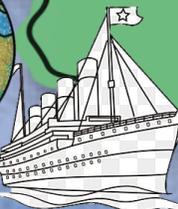
### PHONICS

FFT Success for All Phonics: GPCs for reading and spelling.

Read and spell words with:

- a\_e / ay / ai / a / ey / ei / eigh
  - e\_e / ea / ee / e / ie
  - i\_e / ie / igh / i
  - o\_e / oa / o / ou
- u\_e / ew / ue / oo / ui / ou

Please support your child with reading at home 😊



### WE ARE READING...

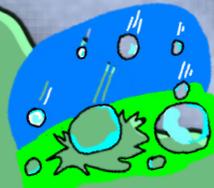
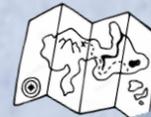
*Ivy and the Lonely Raincloud* by Katie Harnett

*The Storm Whale* by Benji Davies

*Stick man* by Julia Donaldson

*Once Upon a Raindrop* by James Carter

*A Necklace of Raindrops* by Joan Aiken



### KEY DATES

Monday 5<sup>th</sup> January:

Start of Term 3

Thursday 12<sup>th</sup> February:

Last day of Term 3

Friday 13<sup>th</sup> February:

Staff development day



# Nurture Class - Term 3

## Hailstones and Heatwaves

### MUSIC

#### Exploring Sounds

Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Exploring these sounds to create very simple melodies.

**Social Question:** How Does Music Make the World a Better Place?

**Musical Learning:** Singing and listening; Playing, improvising and compose using notes: C, D, E, F, F#, G, A



### ART

#### Stormy Skies

We will be looking at the work of artists Henri Rousseau, Matisse and Van Gogh and creating pictures of New Year fireworks and rainy days, drawing our ideas from seasonal changes and hot and cold climates.



### ENRICHMENT

Fieldwork:  
Measuring weather

Weather Dance

'Snow Day'



### R.E

#### What is God's job?

Investigate different beliefs about God through exploring the 99 names of Allah. Identify beliefs about special relationships with God from a Jewish story.

Describe what some people believe about God using Jewish scripture.

Describe what some people believe about God using a Christian story.

Understand what some Hindus believe about God's different forms and identify the roles of the Trimurti.

Explore some Zoroastrian beliefs about God through their creation story.



### COMPUTING

#### Online Safety and Exploring Purple Mash

- Logging on safely and understanding why this is important
- Finding saved work
- Exploring Purple Mash resources and tools



### D.T

#### Textiles: Puppets

- Joining fabrics
- Designing a puppet
- Making and joining a puppet
- Decorating and embellishing a design using joining methods



### P.S.H.E

#### Dreams and Goals

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success



### P.E

#### Gymnastics

Travelling, balances, rolls, jumps, linking movements, sequences, partner work and performance

#### Fitness

Fundamental movement skills: running, jumping, balancing, hopping. Improving strength, speed, agility, coordination and stamina in a range of activities.

