**Roll up, Roll up**
**The Circus is Here**

Entry Point: Circus Exploration
Exit Point: Circus Performance to parents/guardians

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**English**

Our texts this term are 'I see a Circus... You see' and 'The Circus'. We will be completing fiction and descriptive writing about the circus. We will designing posters, writing poetry, jokes and job descriptions for the circus. In non-fiction writing we will be writing instructions for juggling and factual writing about the history of the circus.

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**Design Technology**

Create a Circus picture with sliders and levers.

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**Music**

Listen to, compose and perform music to accompany a circus performance
Perform a song themed around the circus.

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**PE**

In topic learning we will be practicing circus skill using spinning plates, scarves, stilts and hoops. We will also be using dance and movement to create a circus routine. We will be learning the skills for invasions game including netball and football.

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**Mathematics**

In number work we will be focusing on addition and subtraction. Understanding and using number bonds and related subtraction facts within 20. We will use the + and - sign with confidence. Add and subtract one-digit and two-digit numbers to 20, including zero. We will also be problem solving using number.

In Place Value we will work on numbers up to 50, counting forwards and backwards and read and write numbers to 50 in numerals. Find one more or one less.

We will be using manipulatives and drawings to show numbers. We will also use the language of equal to, more than, less than (fewer), most, least.

Count in multiples of twos, fives and tens.

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**Science**

Testing materials to use when making a circus tent.
Observe seasonal changes and weather.

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**Forest Learning and Global Links**

FL: Make circus equipment out of natural materials.
GL: Research and investigate entertainment around the world.

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**History**

How has the circus changed and developed throughout the years?

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**RE**

We will be learning about Christianity’s leaders and teachers. Learn about baptism, wedding celebrations and study parables from the New Testament.

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**English**

Our texts this term are 'I see a Circus... You see' and 'The Circus'. We will be completing fiction and descriptive writing about the circus. We will designing posters, writing poetry, jokes and job descriptions for the circus. In non-fiction writing we will be writing instructions for juggling and factual writing about the history of the circus.

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**Computing**

To make a circus picture using software.
The Circus is Coming to Town

National Curriculum Links

Design Technology
- Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.
- Design purposeful, functional and appealing products for themselves and others based on design criteria. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Music
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Forest Learning and Global Links
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Science
- Everyday Materials
  - Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Working scientifically
- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment. Performing simple tests. Identifying and classifying using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

Seasonal Changes
- Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

PE
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Speaking and Listening
- Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.

History
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

PSHE and British Values
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing.

Computing
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
**Mathematics**

Number: Addition and Subtraction
- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7=\Box–9$

**Place Value**
- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number
- Count, read and write numbers to 50 in numerals
- Given a number, identify one more or one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count in multiples of twos, fives and tens

**Phonics**
- Vowel Diagraphs and trigraphs including ai, oi, ay, oy, a-e, e-i-e, o-e, u-e, ar, er, ea/ea, ei/ie, ee, or, ore, ow, ow, ow, ow
- Compound words
- Common exception words: Tch. The /ŋ/ sound at the end of words. The sounds /ʃ/, /v/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /tʃ/ sound spelt n before k. Division of words into syllables

**English**

**Reading**
- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I’m, I’ll, we’ll]
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart
- Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

**Writing Transcription**
- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words and the days of the week
- Using letter names to distinguish between alternative spellings of the same sound
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

**Handwriting**
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9

**Writing Composition**
- Write sentences by: saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

**Spelling Grammar and Punctuation**
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- Learning the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing