

Term: Autumn Spring Summer

Calendar Year: 2018

Topic Title: Working World

Sparkling Starter: Look at their "I Spy Maps" projects

Fabulous Finisher: Let's celebrate Easter



<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>• Show sensitivity to others needs and feelings.</li> <li>• Take account of one another's ideas and how to organise their activity.</li> <li>• Continue to form positive relationships with adults and peers</li> <li>• Further develop their self- esteem and confidence.</li> <li>• Adjust their behaviour to different situations.</li> <li>• They are confident to talk and ask questions to unfamiliar adults/visitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw their next picture of themselves and follow up next steps in their special red books.</li> <li>• Continue to practise the skill of writing a card – Mother's Day Card / Easter Card.</li> <li>• Continue to further develop their use of sound knowledge and tricky word knowledge in their writing.</li> <li>• Continue using ICT's related to SPAG</li> <li>• Start our daily "Sound Steps" reading groups.</li> <li>• Continue to learn digraphs/trigraphs and tricky words on a Monday. Continue to learn digraphs/trigraphs and tricky words on a Monday.</li> <li>• Explore writing, labels, lists, questions (for visitors), book review and letter writing (postcard home).</li> </ul>
	<b>Mathematical Development</b>
<ul style="list-style-type: none"> <li>• Write numbers to 5, 10 or 20 in special red books.</li> <li>• Continue to order numbers to 1-5, 6-10, 10-15, 15-20.</li> <li>• Explore doubling/halving using objects and our "Learn It's"</li> <li>• Continue to work with 1 more or less from 5 up to 10 objects.</li> <li>• Start to confidently use the vocabulary involved with adding and subtracting.</li> <li>• Explore looking at tally charts and transferring our results into a block graph.</li> <li>• Look at estimation.</li> <li>• Explore length.</li> </ul>	
<b>Communication and Language</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>• Listen attentively in a range of situations.</li> <li>• Joins in with repeated refrain in familiar stories.</li> <li>• Anticipates key events in stories.</li> <li>• Can follow instructions involving several ideas and actions.</li> <li>• Respond to what they hear by making relevant comments or asking questions.</li> <li>• Answer "how" and "why" questions about their experiences.</li> <li>• Uses language to imagine and recreate roles and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at transport around the world and old and new transport.</li> <li>• Think about their local environment and how it is the community they live in.</li> <li>• Identify features of their local environment.</li> <li>• Explore different professions in the community and wider community.</li> <li>• Think about the different roles people play in our lives.</li> <li>• Think about how we help others.</li> <li>• French - people who help us, transport.</li> <li>• Use maps of their school environment.</li> </ul>
	<b>Physical Development</b>
<ul style="list-style-type: none"> <li>• Travel with confidence and skill around, under, over and through balancing and climbing apparatus.</li> <li>• Balance an object on a bat with control whilst moving around the hall.</li> <li>• Practise flipping and catching an object on a bat.</li> <li>• Work with a partner throwing and catching with each other.</li> <li>• Learn to work as part of a team and start to learn the skills of team activities.</li> <li>• Continue to develop their pencil grip/scissor hold and control.</li> <li>• Further develop letter/number formation and continue to try and form them correctly.</li> <li>• Continue to develop letter/number formation and start to form them correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and make maps.</li> <li>• Paint pictures of their favourite book characters.</li> <li>• Explore making marks using different media – toy cars, buses, bricks etc...</li> <li>• Look at flames/fire – colours and make a chalk drawing.</li> <li>• Make a card – Mother's Day / Easter card</li> <li>• Explore colour mixing</li> <li>• Music – working world</li> </ul>