

| Spring 2 2016/2017 | | | | |
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| Animals and Pets/Paw Patrol, People who help us. | | | | |
| | | Nursery | Reception | Activities |
| Prime | PSED Physical, Social Emotional | <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Understands that own actions affect other people | <ul style="list-style-type: none"> Child can talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. . They are confident to speak in a familiar group and will talk about their ideas, choose the resources they need to plan and carry out activities They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. | <ul style="list-style-type: none"> Feedback learning "I used ____ ideas..." Feelings Friend puppet Continue and develop 'friendship t-shirt'. Vets/Pet shop Bring in 'enquiry' style learning for museum open day. |
| | PD Physical Development | <ul style="list-style-type: none"> Uses one-handed tools Uses simple tools to effect changes to materials, safely and with increasing control. Understands that equipment and tools have to be used safely Jumps off an object and lands appropriately. | <ul style="list-style-type: none"> They can manage their own basic hygiene and personal needs successfully Child knows about and can make healthy choices in relation to healthy eating and exercise Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | <ul style="list-style-type: none"> Junk modeling Cutting challenges Safety inspectors hair styling Jumping skills, hopping skills Paw Patrol safety courses Big Pedal 100 mile challenge |
| | Communication and language | <ul style="list-style-type: none"> Listens to stories with increasing attention and recall Beginning to understand 'why' and 'how' questions Questions why things happen and gives explanations. Asks e.g. who, what, when, how. | <ul style="list-style-type: none"> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Introduces a storyline or narrative into their play. They develop their own narratives and explanations by connecting ideas or events. | <ul style="list-style-type: none"> Storytimes P.E. prepositions Why and how in show and tell/feedback Read nonsense poems: Oi! Frog. Jokes time at end of day: animal jokes. Questions for emergency services visitors. Pet survey through school |
| Specific | Maths | <ul style="list-style-type: none"> Sometimes matches numeral and quantity correctly. Recognises numerals 1 to 5. Uses the language of 'more' and 'fewer' to compare two sets of objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Uses positional language | <ul style="list-style-type: none"> Finds one more or one less from a group of up to five objects, then ten objects. say which number is one more or one less than a given number. Child counts aloud reliably with numbers from 1 to 20, place them in order. Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems Can describe their relative position such as 'behind' or 'next to'. | <ul style="list-style-type: none"> Shape week: animal building. Playtimes with Nursery to hide animals in different positions. Animal rhymes: 5 little ducks, speckled frogs, numbers up to 10. Pancake numbers Paw Patrol problems and challenges: position, time and shapes. Pet shop role play: weighing scales, money, appointment times. Beebots Map making for paw patrol characters Pets data handling |

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| <p>Literacy</p> | <ul style="list-style-type: none"> ▪ Listens to and joins in with stories and poems. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ▪ Listens to stories with increasing attention and recall. Suggests how the story might end. ▪ Sometimes gives meaning to marks as they draw and paint ▪ Recognises familiar words and signs such as own name and advertising logos | <ul style="list-style-type: none"> ▪ Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ▪ They can describe the main event and principal characters in the stories they have read. ▪ They demonstrate understanding when talking with others about what they have read, or what has been read to them ▪ Gives meaning to marks and uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | <ul style="list-style-type: none"> ▪ Paw Patrol writing area and bags. Messages from Paw Patrol characters. <ul style="list-style-type: none"> ▪ Emergency services writing opportunities. ▪ Make their own paw patrol badges ▪ Super Sentence writing to develop. ▪ Learning journey contributions. ▪ Forest Schools reflection writing. |
| <p>Creative</p> | <ul style="list-style-type: none"> ▪ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ▪ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. ▪ Constructs with a purpose in mind, using a variety of resources. ▪ Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme | <ul style="list-style-type: none"> ▪ Uses simple tools and techniques competently. Selects tools and techniques needed to shape, assemble and join materials they are using ▪ They use and explore a variety of materials, experimenting with colour, design, texture, shape and form ▪ Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme ▪ They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories | <ul style="list-style-type: none"> • Junk modelling pets, 3d shape pets. Animal museum. • Animal observational drawings • Animal track making • Exploring animal textures and patterns • Vets/pet shop |
| <p>Knowledge and Understanding of the World</p> | <ul style="list-style-type: none"> ▪ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. ▪ Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. ▪ Knows how to operate simple equipment e.g. turns on CD player and uses remote control | <ul style="list-style-type: none"> ▪ Child knows about similarities and differences in relation to places, objects, materials and living things. ▪ They can make observations of animals and plants and explain why some things occur, and talk about changes including in simple experiments. ▪ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family ▪ Child recognizes that a range of technology is used in places such as home and schools | <ul style="list-style-type: none"> ▪ Beebots: moving the bees ▪ Camera: filming the birds in the bird house. ▪ App of the week ▪ Login to laptops ▪ Access PurpleMash ▪ Online safety embedded into timetable ▪ Animal observations: bug hunts, pet hunts, bird watching. Bird feeders. ▪ Pet visits ▪ Trip out to observe and discuss animals. ▪ Pet surveys through school ▪ Animals around the world enquiry ▪ SCIENCE WEEK: changes |