

## PSED

Talk about journeys we take each day. How we get to and from school. Creating maps of our journeys.

Talk about longer journeys we have taken and the different modes of transport needed.

Talk to the children about where food comes from and what food we could grow in our outdoor area.

Understand and explain the need for a balanced diet.

## Communication and Language

Discuss the different items we would need to take on a specific journey. If it were cold what would we need?

Play listening games.

Continue to use familiar stories to support play-based learning.

Continue to develop skills to work collaboratively as a team.

## Physical Development

<u>Moving and Handling</u>	<u>Health and Self-Care</u>
Continue to develop handwriting including correct pencil grip.	Become more confident in dressing and undressing independently.
Develop ball control through PE including throwing and catching.	Begin to talk about the importance of a healthy diet and what foods are good for us.

## Literacy

### FS2

<u>Reading</u>	<u>Writing</u>
Continue to follow phase three phonics. Begin to look at alternative sounds. Develop a greater understanding of different types of text. Use the text to answer simple questions about the book.	Continue to develop pre cursive handwriting. Use our skills to write independently. Write alternative endings to familiar stories. Read pirate stories.

### FS1

<u>Reading</u>	<u>Writing</u>
Continue to follow phase one phonics. Joining in rhymes and listening for sounds. Continue to explore an increasing range of books. Suggest alternative endings for familiar stories.	Hold a pencil with greater control. Develop marks to have variation and form. Ascribe meaning to marks that are made.

## Team one Spring Term 2020 Journeys



We're Going on a Bear Hunt 

## Expressive Arts and Design

<u>Using Media and Materials</u>	<u>Being Imaginative</u>
Children to use instruments to recreate familiar stories. Experiment with colour mixing. What happens when we mix colours together? Select materials suitable for a particular purpose. For example, what materials could be used to make a boat?	Complete self-portraits. Children to use their knowledge of familiar stories to act out a narrative.

## Maths

### FS2

<u>Number</u>	<u>Shape, shape and measure</u>
Introducing zero. Number bonds to 5. Counting to 5, 6, 7, 8, 9. Comparing groups up to 10. Combining two groups to find the whole. Number bonds to 10.	Spatial awareness. Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

### FS1

<u>Number</u>	<u>Shape, shape and measure</u>
Continue to use some number names and number language spontaneously and more accurately in play. Recite numbers in order to 10. Compare two groups of objects, saying when they have the same number.	Shows an interest in shape and space by playing with shapes. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.

## Understanding the World

<u>People and Communities</u>	<u>Understanding the World</u>	<u>Technology</u>
Talk about holidays we have been on with our friends and families. Research famous explorers who have undertake great journeys.	Explore our local environment through observations and changes over spring. Plant bulbs and make bird feeders. Look at the world, where have we visited? Where would we like to go on a journey?	Explore the technology available. Look at what technology we have at home and how it helps us everyday.

## Christian Values

Follow our school values and themes.

Listen to and understand the Easter story and its importance to Christians.

- Collective Worship is each day at 10:30 apart from a Friday when we have celebration assembly at 9:05. Please join us.
- PE will be on a Friday, please provide a PE kit to keep in school.