

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs Communities & Environment Life Skills Personal, Social & Emotional Well Being

Prime Area: Personal, Social and Emotional Development

- To try new activities and say why they like some activities more than others.
- To speak confidently to others about their own ideas.
- To understand how our own actions affect other people.
- To be able to negotiate and ask appropriate questions.
- To be able to dress and undress for PE.
- To take part in key person time involving discussions with an adult and peers.

Specific Area: Understanding the World

- To take part in Forest Schools in the school grounds.
- To log on to the school computer network.
- To use simple paint programmes to create pictures.
- To write names into a word processing programme.
- To use the interactive whiteboard.
- To take part in Mother's Day service.
- To understand the Easter story and take part in Easter service.
- To create Easter cards.
- To identify where our food comes from.
- To grow cress.
- To make Easter biscuits.

Specific Area: Expressive Arts and Design

Role play areas: Vets and Farm Shop

- To create sound effects to go with the story Rosie's Walk.
- To sing songs linked to the farm and join in with actions.
- To create observation drawings of chickens.



Rosie's Walk

Spring Term 1

Wow Moment: Roves Farm

(Cost: £8 to include day visit, minibus and workshop)

Prime Area: Physical Development

- To gain control over fastenings when getting dressed and undressed for P.E sessions.
- To create a lifecycle of a chicken dance.
- To use a correct pencil grip and gaining control with mark making implements.
- To continue to develop fine motor skills through the use of finger gym activities.
- To take part in Forest Schools in the school grounds.
- To take part in 'Dance through the decades.'

Prime Area: Communication and Language

- To listen to Rosie's Walk and join in with the prepositions
- To verbally sequence the events in Rosie's Walk through story mapping and stepping.
- To tell the story of Rosie's Walk.
- To create roles and experiences through the use of role play, introducing storylines or narratives.
- To share special objects/things through show and tell.
- To take part in group games involving communication within key person time.

Specific Area: Literacy

- To complete phase 3 letters and sounds, revisiting phase 2 where necessary.
- To hear and say initial sounds in words.
- To segment and blend sounds in words.
- To begin to read words and simple sentences.
- To give meaning to marks they make.
- To write our own names, labels and captions.
- To attempt to write simple sentences - speech bubbles, story boards, stories.
- To identifying and create rhyming words.

Specific Area: Mathematics

- To recognise, count and order numbers to 20.
- To begin to recognise coins.
- To begin to read simple number sentences.
- To say one more and one less than a number.
- To recognise the language of direction.
- To start to recognise o'clock.
- To sort objects in to 2 sets.