

## 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, interests and dislikes.

To ask for help when they need it.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

To take part in key person time involving discussions with an adult and peers and group games.

### Specific Area: Understanding the World

To use an iPad to take pictures and act out a story

To use CD to retell and record the story of Owl Babies

To use a simple paint program to create bird pictures.

To find a website and understand basic e-safety.

To use the interactive whiteboard. Forest Schools.

To explore the life cycle of birds and observe the progress of our school chickens and our class eggs in the incubator... & hopefully their hatching!

To explore nocturnal animals (starting with owls)

To take part in bird watching and identify birds

### Prime Area: Physical Development

To gain control over fastenings when getting dressed and undressed for P.E sessions.

To use a correct pencil grip and letter formation.

To learn to write at the start of the line.

To understand the importance of physical exercise and a healthy diet.

To move in time with the music.

To take part in parachute games.

To develop throwing and catching skills with bean bags and balls.

To take part in Forest Schools.



## Sunflower Class Spring Term 2

Wow Moment: Chicks hatching  
Home Learning Project: Bird watching

# Beaks and Squeaks!

### Specific Area: Mathematics

To add and subtract single digit numbers by counting on / back.

To count in 2s, 5s, and 10s.

To count to and back from 20.

To use everyday language to talk about length, weight, capacity and time and money and to sequence events.

To solve problems including doubling, halving and sharing.

To recognise, describe and create patterns.

To solve simple problems and create their own.

### Prime Area: Communication and Language

To listen to a range of stories, anticipating events, and responding to questions.

To verbally sequence the events in stories through story mapping and telling.

To create roles and experiences through the use of role play, examining storylines or narratives.

To share special objects/things through show and tell.

To speak confidently using the past, present and future tenses when talking about events in their lives.

To take part in the Easter service.

### Specific Area: Literacy

To complete phase 3 Letters and Sounds, start phase 4 and revisit phase 2 where necessary.

To read words and understand simple sentences.

To use phonic knowledge to decode regular words and read them aloud accurately as well as some common irregular words.

To talk with others about what they have read.

To write labels and captions for our bird table.

To begin to write simple sentences - speech bubbles, story boards, stories etc.

To identify and create rhyming strings linked to poetry.

To read and enjoy other stories linked to our topic.

To understand the difference between fiction and non-fiction.

### Specific Area: Expressive Arts and Design

Role play areas/ small world play: Farms/Owl Babies

To paint owl pictures and make textured pictures

To make playdough/saltdough model owls.

To make owl/Easter chick biscuits. Add percussion to retelling of the Owl Babies.

To make bird feeders and explore nest building techniques!

To make Easter chick cards and sing Easter songs.