

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 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 find out about animal habitats and camouflage.
- To create lift the flap books.
- To understand the meaning of comic relief.

Specific Area: Expressive Arts and Design

- To sing songs linked to animals and join in with actions.
- To use instruments to represent animal sounds and movements
- To explore and create animal patterns.
- To paint pictures of farm animals
- To create a group sculpture of a farm animal.

Specific Area: Literacy

- To complete phase 3 letters and sounds.
- 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, postcards.
- To identifying and create rhyming words.
- To write out the onomatopoeic sounds animals make and decorate them like the animal.



Sunflower Class

Spring Term 2

Wow Moment: Roves Farm (£10 cost) Letter already sent

Home Learning Challenge: Pets (please see attached - due in Thursday 4th April)

Prime Area: Physical Development

- To gain control over fastenings when getting dressed and undressed for P.E sessions.
- To learn gymnastics skills through a jungle theme.
- 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.

Prime Area: Communication and Language

- To listen to Tadpoles Promise.
- To verbally sequence the events in Tadpoles Promise through story mapping and stepping.
- To tell the story Tadpoles Promise.
- To create roles and experiences through the use of role play, introducing storylines or narratives.
- To write a class recount of our visit to Roves Farm.
- To discuss animal's features and compare them to humans.
- To share special objects/things through show and tell.
- To take part in group games involving communication within key person time.

Specific Area: Mathematics

- To find the total number of items in two groups by counting all of them.
- To say the number that is one more than a given number.
- To find one more or one less from a group of up to 10 objects.
- In practical activities and discussion, to begin to use the vocabulary involved in adding and subtracting.
- To estimate how many objects they can see and check by counting them.
- To begin to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.
- To select a particular named shape.
- To use familiar objects and common shapes to create and recreate patterns and build models.
- To use everyday language related to time.
- To order and sequence familiar events.
- To measure short periods of time in simple ways.