

# *The Wind in the Willows*

## Maths

ELG add and subtract 2 single digit numbers - Counting on and back to find the answer - leap frog, using logs to jump backwards and forwards. Through continuous provision enable environments to be number rich - lots of resources around to help all children of varying abilities.

Doubling, halving and sharing - picnics, baking cakes and pizzas and physically cutting them in halves and quarters. Using numicon, using mirror to find doubles.

ELG - Children use everyday language to talk about size, weight, capacity, position, distance. Time - make our own watches, play what time is it Mr Wolf? Money - Open up our own shop in class - children collect coins and can spend these in the shop at the end of the week. Encourage parents to speak to their children about money. Compare quantities and objects and to solve problems. Patterns - make our own art patterns - looking at patterns that can be found on a 100 square - cross curricular Art - artists that use repeated patterns. Damien Hirst butterfly paintings.

## Communication and language

### ELG

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions (cross curricular with Science exploration and investigation) about their experiences and in response to stories or events.

## Exp Art and Design

Children to make their own musical instruments. Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

## Physical Development

Dance focus - how do the animals in The wind in the willows move. What ways can we move to express our emotions (Year 1 KLIP)

### ELG -

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. Assess can all children handle equipment and tools effectively, including pencils for writing.

## UTW

Habitats - comparisons of what humans and animals need to survive. Looking at key features of our immediate environment. Making observations of animals.

## British Values

**Democracy** - maths sharing and thinking of others.

**Rule of law** - children learning to manage their own behaviour.

**Individual liberty** - children are given the opportunity to share their ideas - have time to reflect on what they have done.

## Literacy

Children to read a range of traditional tales. To begin to write narrative - stories, recounts and character descriptions. Phonics to continue being taught in differentiated groups. LA children to be given daily intervention from ES/IW. All children to reach end of phase 3 (Yellow books) to reach ELG. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## PSHE

Year 1 transition to begin. ELG - children become more confident to work independently. Through circle time activities talk about worries and concerns they may have. Encourage children to seek out help from peers and by using the environment around them. Circle time activities - how much have we learned/how far we have come. What achievements are we proud of and what have we got to look forward to next year. Continue to work on School rules - make a class promise that we are going to continue next year.