

## LITERACY, COMMUNICATION & LANGUAGE

- To learn rhymes, poems and songs, paying attention to how they sound.
- To learn & use new vocabulary through the day, in range of contexts.
- To articulate thoughts, ideas & questions in clear sentences.
- To describe events in good detail.
- To engage with non-fiction texts.
- To recognise *ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or ur, ow, oi, ear, air, ure, er*
- To read common exception ('tricky') words *he, she, me, be, we, was*
- To read simple sentences & phrases using known phonics & tricky words.
- To spell words by identifying & writing the sounds.

Unique/Creativity

## SCIENCE Light & Astronomy/Seasonal Change

- To understand effect of changing seasons on natural world.
- To describe what they hear, see and feel.
- To recognise some environments that are different to their own.
- To recognise observe & describe weather, seasons, night/day, planets.

Why did God create different seasons? How does nature show God's love for us?

Relevant/Challenge

## PHYSICAL DEVELOPMENT Dance

- To listen, move to and talk about music, expressing feelings & responses.
- To watch & talk about dance and performance art, expressing feelings & responses.
- To combine different movements with ease and fluency.
- to progress towards a more fluent style of moving, with developing control and grace.

Challenge/Unique  
Liberty/Respect

## CONTINUOUS PROVISION IDEAS

- |                              |   |   |
|------------------------------|---|---|
| • Small world – spaceships   | • Small world – pirate ship   | • Book corner – Whatever Next story & props |
| • Role play – space station  | • Fine motor – tappit space pictures  | • Fine motor – space rock tweezer           |
| • Role play – dark tent      | • Message Centre – cards, envelopes, postbox, postcards to space, rocket flight tickets |   |
| • Creative – galaxy painting | • Creative – papier mache planets   | • Creative - windsocks                      |
| • Outdoor – weather station  | • Outdoor – make bird feeders   |   |



## Excellent Explorers

Spring 1 2022

Class 1 Mrs Bamber & Mrs Moores

How to Catch a Star – Oliver Jeffers

Whatever Next – Jill Murphy

## PSED Me & My Relationships

- To see themselves as a valuable individual.
- To build constructive and respectful relationships.
- To express their feelings and consider those of others.
- To think about the perspectives of other people.

Courage/Relevant

## MUSIC Rhythm in the way we walk

- To explore and engage in music making and dance.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.

What if the world was filled with happy, joyful music?

Courage/Flourish

## MATHEMATICS Alive in 5/Growing 6, 7, 8

- To understand the 'one more than/one less than' relationship between consecutive numbers.
- To understand 'zero'.
- To explore composition of numbers to 10.
- To compare length, weight and capacity.
- To compare numbers to 5/10.
- To combine two groups (addition).

Relevant/Challenge

## RE Special People & Jesus, friend to everyone

- To know who are the special people in our lives & what makes them special.
- To know that Jesus is a friend to everyone.

Freedom of Faith and Acceptance

What if everyone was a good friend?

## EXPRESSIVE ARTS & DESIGN Moon buggies, rockets and planets

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.

How can we use our creativity to celebrate God's creation?

Independent/Collaborative

## HISTORY/UtW Explorers

- To compare and contrast characters from stories, including figures from the past. *Christopher Columbus, Amy Johnson, Neil Armstrong, Tracey Edwards and Tim Peake*
- To comment on images of familiar situations from the past.
- To recognise some similarities/differences between our own and other countries.

Collaborative/Relevant

What if there were no borders between countries?

Respect & Tolerance