

These are our class ideas and are subject to change

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| <p>Personal, Social and Emotional Development</p> <p>Making Relationships <i>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children</i></p> <p>Self-Confidence and Self-Awareness <i>Children are confident to try new activities. They can say why they like some activities more than others. They are confident to speak in a familiar group. They will talk about their ideas. They will choose the resources they need for their chosen activities. They say when they do or don't need help.</i></p> <p>Managing Feelings and Behaviour <i>Children talk about how they and others show feelings. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations. They take changes of routine in their stride.</i></p> <p>Talking about their ideas and plans Explaining what they have done and what to do next Identifying what went well and what you would change to be even more successful Work as part of a team on a challenge/game/activity Independently source resources and ask when they need help</p> <p>RE F6 What times/stories are special and why?</p> | <p>Physical Development</p> <p>Moving and Handling <i>Children show good control and co-ordination in large and small movements. Children move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p>Health and Self-Care <i>Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</i></p> <p>Road safety Fire safety Keeping ourselves healthy and safe Exploring different ways of travelling Use a range of tools to affect change</p> | <p>Communication and Language</p> <p>Listening and Attention <i>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p> <p>Understanding <i>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <p>Speaking <i>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p> <p>What do the children know about machines? Can they identify a machine? What are machines used for? What do they want to find out?</p> <ul style="list-style-type: none"> • The children will be learning to use talk to reflect upon, clarify, sequence and think about past, present experiences, ideas and feelings. • The children will be learning to think in advance about how they will accomplish a task. • The children will be learning to talk through and sequence the stages together. • The children will be learning to use non-fiction books to find information • The children will be learning to identify the main events in the stories and enact stories. |
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| <p>Mathematics</p> <p>Number <i>Children count reliably with numbers from 1 to 20. They place them in order. They say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</i></p> <p>SSM <i>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p> <p>Traffic survey and tallies How do we travel to school (recording) Making simple graphs and charts Sorting Prediction, reasoning and justifying: Exploring weight and length Exploring composition (making numbers) Exploring decomposition (break numbers down) Exploring the part, part whole model in contexts. Understanding addition to 10 (then 20) Understanding subtraction to 10 (then 20)</p> <p>One is a Snail, Ten is a Crab</p> | <p>Literacy</p> <p>Reading <i>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p> <p>Writing <i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p> <p>Letters and Sounds Phase 3</p> <p>Book Talk Guided Reading</p> <p>The Train Ride Mr Gumpy's Motor Car Rosie's Walk Selection of NF books</p> <p>Beginning to write – dictation, labelling diagrams, simple sentences to convey meaning</p> | <p>Understanding the World</p> <p>People and Communities <i>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p>The World <i>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p> <p>Technology <i>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p> <p>Exploring pushes and pulls and friction Looking at gears, levers/pulleys and wheels and cogs (dismantling machines) Floating and sinking Firefighters/fire engines Cars and road safety Exploring every day and simple machines – identifying machines in our homes and school Weather watch Looking after our environment and recycling (come outside – Rubbish) Comparing our environment with a contrasting environment (nature watch/traffic survey) mapmaking and routes</p> |
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Expressive arts and design

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

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.

Junk modelling

Woodworking

Large wall frieze of a road with vehicles made by children

Workshop sounds and music

Making hinges/moveable parts

Explore and make flying and floating machines

Explore and make machines to do a job

Dance (boogiebeebies – machines)