

Communication and Language

Through the theme of comparing different environments we will learn to:

Listening and Attention

Listens and responds to ideas expressed by others in conversation or discussion.

They give their attention to what others say and respond appropriately, while engaged in another activity- through activities such as building a large rocket

Understanding

Shows understanding of prepositions.- **through 'Whatever Next!' story**

Able to follow a story without pictures or prompts

After listening to stories children can express views about events or characters in the story and answer questions about why things happened.-**focusing on simple inference and referent to the text to explain**

Speaking

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. -**e.g. explaining how they made their rocket**

Children express themselves effectively, showing awareness of the listeners needs

Introduces a storyline or narrative into their play—**role play such as Polar explorers and The Space Station**

Physical Development

Through the themes of Space and bears we will learn to:

Moving and Handling

Children show good control and co-ordination in large movements. Travels with confidence and skill around, under, over and through balancing and climbing equipment.—**gymnastics and dance linked to stories**

Shows increasing control over an object in pushing, patting, throwing, catching. - **skills with Mr Mosey**

Health and Self—Care

Practices some appropriate safety measures without direct supervision -**moving to the Bear Hunt and using crates in Space**

Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.— **compare and contrast with bears around the world**

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.- **dress and undress for PE independently.**

Our Theme is Bears, Bears, Everywhere, even in space!

Personal, Social and Emotional Development

Self-confidence and Self—awareness

They are confident to talk about their ideas and choose the resources they need for a chosen activity

They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.—**through creative activities such as rocket building or problem solving in mathematics**

Managing feelings and behaviour

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy- **resolving problems independently using I feel.. When... So...**

Making Relationships

Initiates conversations, attends to and takes account of what others say.

Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, **e.g. finding a compromise.**

WOW Experiences

Surprise visitor
Teddy Bears picnic



Learning Web – Prime subjects

Ways to help at home...

Read a wide range of non-fiction books looking at contents page, index and glossary
Look at atlases and maps with children and discuss different climates and habitats of living things

Keep a weather watch—look for signs of spring

Practise correct formation of all letters and numbers

Practise reading and writing tricky words- **words on red card**

Can the children find them in a variety of real books/How many words 'the' on a page?

Look for 3D shapes in the environment and discuss properties

Quick fire questions 1 more /1 fewer to 20

Literacy

Texts being used: Dear Polar Bear, We're going on a bear hunt, Whatever next, Non-fiction bear books, We're off to look for aliens, Here come the aliens, Aliens love underpants

Reading.

Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.
Reads and understand simple sentences.

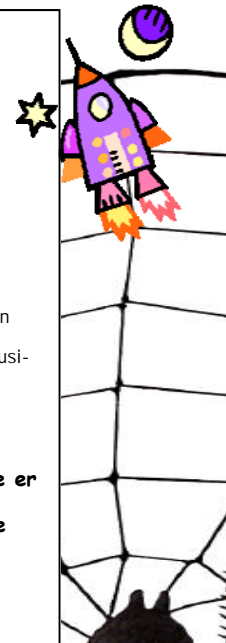
They demonstrate understanding when talking with others about what they have read—**through a range of fiction and non-fiction books about Space and Bears**

Writing.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts.
They write some irregular common words Some words are spelt correctly and others are phonetically plausible. They write simple sentences which can be read by themselves and others. —**through writing story books involving journeys. Writing for a purpose e.g. making lists/ labels/ posters/ letters/ instructions/ non-fiction cards**

Phonics

Consolidate phase 3 letters and sounds **ai ee igh oo (long) oo (short) ar or ur ow oi ear air ure er**
Write 2 syllable words **e.g bedroom, quicker, weeping**
Read and write tricky words—**and to the no go he she we be me was my you they her all are**
Begin Phase 4 blending and segmenting cvcc and ccvc words **e.g lost, north, snail**



Maths

Number.

Knows one more or one less to 20 - **quick fire questions/ space count down from 20**
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
Records, using marks that they can interpret and explain.— **through games such as skittles**
Using quantities and objects they add and subtract 2 single digit numbers

Shape Space and Measure.

Can describe their relative position such as '*behind*' or '*next to*'.— **using story 'Whatever Next'**
Uses everyday language related to time.— **Man on the moon (a day in the life of Bob)**
Measures short periods of time in simple ways - **o'clock and half past**
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. —**Through 'Dear Polar Bear' story**

Problem solving / investigations.

Uses familiar objects and common shapes to create and recreate patterns.—**creating patterned Alien underpants**
Begins to identify own mathematical problems based on own interests and fascinations—**e.g how to share 12 aliens into 3 spaceships equally to fly home, Is the biggest present the heaviest?**



Learning Web—Specific subjects

Our Theme is Bears, Bears, Everywhere, even in space!

Understanding the World

Through the theme of different environments:

People and Communities.

They know about similarities and differences between themselves and others and among families, communities and traditions - **Read a range of significant religious stories- how to be a good friend**

The World.

Looks closely at similarities, differences, patterns and change - **Investigate bear habitats/ weather/ Space/food and growing**

Children know about similarities and differences in relation to place. They talk about the features of their own environment and how environments may vary one from another -**Investigate different countries and where they are in the world in terms of climate, vegetation, adaptation**

Technology.

Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.—**explore how technology is used to communicate around the world e.g telephone, text, email, fax**

Children find out about and use a range of everyday technology

Expressive Arts and Design

Exploring and using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. **Explore sounds, dances and sing songs related to Bear Hunt and Space. Move to music and sing songs using Charunga**
Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.

—**through designing and making rockets, dens and musical instruments. Explore 2d and 3d art-work/ construction linked to Bears/ habitats/planets**

Being Imaginative .

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Introduces a storyline or narrative into their play.—**through role play areas- Rocket Launch/ Space Station / Bear Hunt / Polar Explorers**