

Please noteThis topic web is intended as a guide and may be subject to change in order to address the interests of the children as the Spring term progresses.

Communication and Language

To listen attentively to stories, anticipate key events and respond to what they hear with relevant comments, questions or actions.
To use story language when retelling and creating own stories verbally, and connect ideas and events together to develop a narrative.

To follow more complex instructions involving several ideas or actions.

To extend vocabulary and explore the meanings of new words related to the theme of Journeys.

Literacy

To read all Phase 2 & 3 tricky words in sentences: I to the no go he she me we be my you, was, her, they, all, are
To read and understand short sentences containing Phase 2 and some Phase 3 phonemes including digraphs ch sh th, ng, ai ee igh oa ,oo, ar ur, ow, oi & er.

To understand that information can be retrieved from books and the internet.

To continue to write for a purpose in a range of contexts with increasing independence

- Writing lists & messages etc in the role play area
- writing captions and labels for models and pictures
- writing relating to stories and own experiences

To write short sentences using Phase 2 and some Phase 3 graphemes and Phase 2 & 3 tricky words which can be read by themselves and others.

To continue to leave spaces between words when writing short sentences, use full stops at the end of sentences and begin to use capital letters at the beginning of sentences.

Books & Stories:

The Naughty Bus - by Jan and Jerry Oke
The Hundred Decker Bus by Mike Smith
Mrs Armitage on Wheels Bicycle ride by Quentin Blake
Journey - Aaron Becker
Mr Gumpy's Motor Car by John Burningham
The Train Ride by June Crebbins
The Snail & the Whale by Julia Donaldson
The Everywhere Bear by Julia Donaldson
We're Going on a Bear Hunt by Michael Rosen

Personal Social and Emotional Development

To feel confident to speak in a familiar group and share ideas and experiences.

To talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

- Share thoughts about books during guided reading sessions & share ideas experiences in class discussions.
- Exploring behaviour through stories, role play and games.

Books:

The Elephant & the Bad Baby by Elfrida Vipont
The Naughty Bus by Jan and Jerry Oke
Little Rabbit Foo Foo by Michael Rosen

Physical Development

To hold a pencil with a tripod finger grip and form most letters correctly with increasing control over shape and size..

To show an understanding of ways to keep healthy and safe including regular exercise and how to keep safe on roads, by railways and near water..

PE: Ball skills - rolling, throwing, catching and kicking.

Maths

Number

To develop an understanding of doubling and halving and odd and even numbers in practical contexts.

To explore number bonds to 10 in a range of practical contexts

To be able to explain their mathematical thinking using stem sentences such as 'I know that because...' with increasing confidence.

To use a range of representations to support understanding of numbers and record mathematical thinking such as part whole models and first then and now boards.

Shape Space and Measure

To begin to solve problems relating to weight and capacity using non-standard measures.

- Ordering toy vehicles by weight.
- Comparing capacity of a range of containers using sand and water play.

Journeys



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Foundation 2

People and Communities

To talk about their own experiences of journeys.

- Talking about journeys to and from school, what they see and how they travel.
- Share experiences of journeys further afield such as holidays.
- Talk to family members about journeys they have made.
- Use simple maps to look at journey routes.

Technology

To be able to identify different kinds of information such as pictures, video, text and sound.

To program Bee Bots to move along a route on a floor mat.

To understand that they need to tell an adult when something worrying or unexpected happens while they are using the internet.

To begin to create text on a screen using programs such as Purple Mash and Colour Magic.

Expressive Arts & Design

Music Charanga Unit 4 Spring 2 - Our World

- Listen & appraise different types of music
- Continue to explore high & low pitch
- To clap the pulse and tap out simple rhythms
- To begin to play simple pitched instruments, such as chime bars, to accompany songs.

To express their own thoughts and feelings and responses through music, dance and art.

To use a range of different materials in original and creative ways.

The World

To talk about the features of their own immediate environment and how environments might vary from one another.

To learn about ways that they can look after their own environment.

To investigate the movement of a range of toy vehicles, for example exploring the way vehicles travel down slopes and on different surfaces.