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 follow simple instructions

- Play games such as Simon Says
- Puppet play

To listen and respond to how and why questions

- Pair share responses to stories
- Answer questions in a range of contexts
- Compose a class list of topic related questions and try to find out the answers to them over the course of the half term.

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

<u>Literacy</u>

To enjoy listening and responding to an increasing range of books. To be able to hear and say the initial sounds in words through games such as I spy and I went to market. To read Phase 2 tricky words: I to the no go.

For the set of the set

To learn all Phase 2 digraphs & graphemes.

To orally blend & segment CVC words using Phase 2 phonemes.

To begin to read and write CVC words using taught phonemes.

Books

Oliver's vegetables & Oliver's Fruit Salad –Vivian French Traditional tales such as : Enormous Turnip, Little Red Hen, The magic Porridge Pot Handa's Surprise – Eileen Browne Biscuit Bear – Mini Gray Pizza Princess – Miriam Simon

People and Communities

To learn about food from around the world through stories and food tasting. To talk about favourite foods and recognise that we don't all enjoy the same things. To share their experiences of food linked to family celebrations.

The World

To look closely at different fruits and vegetables and develop the vocabulary to describe how they look, feel and taste. To investigate what happens to food over time and the changes that occur when food is cooked.

- Create a fruit salad
- Make a pizza
- Baking biscuits

Personal Social and Emotional Development

To develop the confidence to initiate conversations with adults and children in the setting.

Develop the confidence to ask for help when needed. Learn the boundaries & expectations of the classroom setting. Books:

Starting School – Janet & Allan Ahlberg Alfie Lends a Hand – Shirley Hughes Farmer Duck – Martin Waddell & Helen Oxenbury

Physical Development

- To develop independence when changing for PE and putting on and taking off coats.
- To handle tools such as pencils, scissors, tweezers and paintbrushes, with increasing control.
- PE -To experiment with different ways of moving. To stop, start and change direction on a signal and negotiate space safely.
- To observe the effects on their bodies after exercise.

<u>Maths</u> Number

To count small sets of objects accurately and match numbers to quantities.

To subitise numbers to 5 in different contexts and different arrangements.

To sort objects by different criteria e.g. Sort fruit and vegetables by size, colour, texture sort cutlery by shape, size, materials....

Shape Space and Measure

To develop vocabulary related to time such as next, after, before, yesterday, today, tomorrow.

- Discuss the sequence of the timetable for the day every morning.
- Sharing own news past, present & future
- Sequencing familiar stories about food such as The Little Red Hen
- Following recipes for making biscuits, fruit salad, pizza.

Expressive Arts & Design

Music Charanga Unit 1 Autumn 1 Theme – Me!

- Listen & appraise different types of music
- Learn to keep the pulse copy simple rhythms
- Perform to a familiar audience

Songs & music such as:

Five currant Buns in a Baker's Shop

One Potato, Two potato

Apples & bananas

Oats & Beans & Barley Grow

Creating models using a range of different materials

and construction kits.

Printing with different shaped vegetables.

Exploring materials and assembling techniques in the workshop area.

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Technology

To learn that information can come from computers. To look for answers to food related questions on the internet as a class activity with an adult, using age appropriate websites. To learn to use a mouse to select, click and drag on simple computer programs such as Purple Mash and Colour Magic.

Food Glorious

Food