



<p><b>Personal Social and Emotional Development</b></p> <p>Pupils will understand that if they persevere, they can tackle challenges. They will think about and then discuss a time when they didn't give up until they achieved a goal.</p> <p>Pupils will set a goal and work towards it. They will learn which words they can use to be kind and to encourage others to overcome obstacles.</p> <p>Pupils will understand the link between what they learn now and the job they might like to do when they are older.</p> <p>Pupils will explore why we need rules. They will discuss the need for rules and know why it is important to follow the rules. Pupils will know the rules for their classroom, school and home.</p> <p>Pupils will explore who they can help at home and at school and think of ways they can be helpful to other, including friends, classmates, teachers, parents, grandparents and other family members.</p> <p>Pupils will discuss ways which they can look after their pets.</p>	<p><b>Communication and Language</b></p> <p>Pupils will use colourful semantics colour coding to create who/ what doing sentences using familiar story characters. They will build up to verbally creating a who/ what doing/ what sentence. Pupils will use function words, such as 'is' 'and' 'the' in their sentences.</p> <p>Pupils will be asked a range of targeted questions based on Blank's Levels of Questioning. These questions will focus on the book Meg and Mog.</p> <p>Pupils will continue to develop their working memory by holding a sentence and verbally repeating it. They will come up with their own sentences, responding to images from known stories and familiar situations.</p> <p>When reading together pupils will be encouraged to talk about the book, discussing characters, story setting and key events. They will anticipate key events in stories, discussing what they think will happen next and how they think the story might end.</p>	<p><b>Physical Development</b></p> <p>Pupils will embark on their first unit of Real Gym. They will be focussing on shape and travel skills through a variety of activities on the floor and using low and large apparatus. This will help them to develop fluency, control and grace in their movements, practice their fundamental movement skills (agility, balance and co-ordination) and their ability to negotiate space and obstacles safely.</p> <p>Pupils will practice travelling and balancing in taught body shapes on the floor before progressing to using low apparatus. These skills will be explored through the theme of a jungle trip with pupils negotiating jungle 'style' obstacle courses demonstrating their shape and travel skills throughout.</p>	<p><b>Literacy</b></p> <p><b>Our key texts this half term are;</b> Dear Zoo- <i>Rod Campbell</i> Handa's Surprise- <i>Eileen Browne</i></p> <p>Pupils will blend sounds to read words made up of known letters</p> <p>Pupils will learn the 'Special Friends' (digraphs); ll, ss, ff, ck They will read words containing these digraphs such as spill, hiss, huff, and back</p> <p>Pupils will read common exception words; the, I <i>These are words which they must learn by sight as they are not phonetically decodable</i></p> <p>Pupils will read simple captions such as 'a man and a dog' 'a cat on a mat' 'pup sits in the mud'</p> <p>Pupils will continue to develop their working memory by holding a sentence in their head and verbally repeating it. They will develop their ability to break the flow of speech into individual words. They will notice the space between words and be able to count how many words in a simple sentence.</p> <p>Pupils will explore letter writing and write a letter to the zoo.</p> <p>Pupils will create a story map by draw simple pictures to represent the different parts of the story Handa's Surprise.</p>
<p><b>Characteristics of Effective Learning</b></p> <p><b>Creating and Thinking Critically- Thinking</b></p> <p>Adults will model self-talk, describing their actions in play. They will use the language of thinking and learning to model being a thinker. They will, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. Pupils will be encouraged to engage in open-ended thinking by not settling on their first ideas: What else is possible? Adults will always respect pupils's efforts and ideas, so they feel safe to take a risk with a new idea.</p>	<p><b>Go Wild!</b></p>		<p><b>Mathematics</b></p> <p>Pupils will consolidate their knowledge of numbers to 5. They will be able to automatically recall number bonds for numbers 0-5. For example, 1+4=5, 2+3=5, 5+0=5 etc.</p> <p>This term, pupils will be introduced to; Zero pond/ 0, Fiona five/5, Seal Six/ 6, Sir Seven/ 7 Eric Eight/ 8. Pupils will match number names to numerals and quantities.</p> <p>Pupils will arrange 6, 7, and 8 into small groups to conceptually subitise. They will notice how the numbers are made up of smaller numbers. They will order and compare their representations, noticing the one more/less pattern as they count on and back to 8.</p> <p>Pupils will develop their understanding of 'nothing' and 'all gone', They will learn that the number name 'zero' and the numeral 0 can be used to represent this idea. They will explore the Zero Pond/0 through Ten Town.</p> <p>Pupils will begin to explore combining two groups to find how many altogether. They will explore how adding can be the change of sets into one new group. They will be able to find the total quantity of a new group, knowing that it is a larger quantity than either of the original sets.</p> <p>Pupils will make direct comparisons between objects using different forms of measure including; heavy and light, full and empty, short and tall, long and short.</p>
<p><b>Expressive Arts and Design</b></p> <p>Pupils will explore photographs of African landscapes by Greg du Toit. They will use watercolour paints and informal colour mixing to create their own African sunset art.</p> <p>Pupils will explore form and learn how to draw with increasing complexity and detail and will complete observational drawings, in sketchbooks, of wild animals.</p> <p>Pupils will be provided with a variety of different printing materials to create different patterns.</p> <p>Pupils will listen and respond to song instructions and perform actions in time to a song. They will learn the new songs; I had a tiny turtle, The Little Green Frog, I'm a Little Tea Pot, A Ram Sam Sam</p> <p>Pupils will explore the sounds of percussion instruments, they will have opportunity to select, handle and play instruments in a controlled manner through taking part in a range of song games</p>	<p><b>Understanding the World</b></p> <p>Pupils's attention will be drawn to their immediate environment. They will become familiarised with the name of the road, and town the school is located in. They will explore aerial views of the school setting and comment on what they can see. They will notice and recognising buildings, woodland and roads on an aerial view.</p> <p>Using the story Handa's Surprise and the setting of the story as a springboard, pupils will explore a Kenyan village. They will compare a Kenyan village to Halifax, looking at similarities and differences. Pupils will sort and classify environmental features of England and Kenya. Pupils will explore the weather of Kenya and the type of clothes they would need to pack if they were to visit a hot country</p> <p>Zoolab will be invited in school. They will bring a selection of small wild animals into the classroom.</p> <p>Pupils will tinker with coadable toys as part of the continuous provision. This term they will explore a Beebot.</p> <p>Pupils will tinker with the computers in the Reception Classroom. They will explore the 2Paint programme on Mini Mash using the mouse to click and make marks on the screen. They will be encouraged to make more controlled marks to colour a picture of a wild animal.</p>		