

Understanding the World

Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
toileting / teeth
Poo experiment
Skeleton discussed and basic bones named
How things move: joints (constructing skeleton)

Exploring and describing our growth over time and how our bodies have changed

Notice changes in our environment related to the weather changing seasons

A souvenir as an artefact/clue to the past. Children show and tell. Ask questions how... why?

Bee bops – basic map/directional work

Focus on clicking, dragging and dropping (mouse skills)

Encourage to type own name and print own work with support

Logging on with support

E-safety—Penguin Pig

Independent use of iPads

Mouse control

F6: What is special about our world?

Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world

Re-tell stories, talking about what they say about the world, God, human beings

Think about the wonders of the natural world, expressing ideas and feelings

Express ideas about how to look after animals and plants

Talk about what people do to mess up the world and what they do to look after it

Communication and Language

Use Funnybones stories to focus children's attention on predictions and explanations. Which is your favourite story? Why?

Construct own version of Funnybones story, concentrating on characters, main events and sequencing, re-enact stories and use as a basis for further imaginative play
Discuss possible endings to Funnybones stories

DEAL; jumping into the picture; what can you see? Hear? Feel? Teacher in role; children ask teacher as Funnybones questions, Freeze Frames; magic microphone to questions children in the freeze frame

Construct their own skeleton story; using Tales Toolkit vocab and approach

Builders Yard/Doctors SPA – encourage children to talk about what is happening, and to act out the scenarios in character. Tales Toolkit links. Model possible narratives in the SPA

Journal / Fruit tasting expressing feelings orally and talking about their experiences

Explorers' Den - People who help us



Banks Lane Infant & Nursery School



Y Rec-Term 2:1

Our Body

How and why do things change?

Literacy

Letters and sounds programme/Read Write Inc –regular systematic synthetic phonics sessions. Phase 3: Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa
Non-decodable words (Phase 3) Read: he, she, we, me, be, was, my. Non-decodable words (Phase 2) Write: the, to, no, go, I
Singing alphabet songs

Teacher model the use of theme related non-fiction texts. Provide texts in the book corner, SPA and programmes on the computer
Journal with teacher modelling to whole class and guided writing sessions
Labelling activities – a body

Focussed green light writing activities and opportunities for writing in all areas of play e.g. construction area, outdoor play

Personal, Social & Emotional Development

Growing in confidence

All about me bags – talking positively about themselves
My family- confidence to talk in a group about their families
Circle time feelings
Developing independence around the classroom – using the mop, getting equipment required, asking for help when needed

How do we decide how to behave?

Circle time – Listening and appreciating others points of view

How can we be healthy and more independent?

Discussing healthy food choices, healthy bodies – circle time
healthy fruit kebabs, dental health nurse visit

Expressive Arts and Design

Charanga - Everyone!

Listening and responding to different styles of music
Embedding foundations of the interrelated dimensions of music
Learning to sing or sing along with nursery rhymes and action songs
Improvising leading to playing classroom instruments
Singing and learning to play instruments within a song
Share and perform the learning that has taken place

GHW (Gill Henderson-Wilde):

Explore and use different voices, sing more accurately within a limited range, begin pitch-match individually with growing confidence, join in with rhythmical movements to a steady pulse, understand how our voice can change in pitch, demonstrate and respond to loud and quiet sounds, recall simple songs and patterns, demonstrate an understanding of fast and slow

To design, make and evaluate a fruit kebab for us to enjoy as a healthy snack. (Food and Nutrition)
Selecting fruit (likes and dislikes) to make a fruit kebab (and evaluate)
Keep the user and purpose in mind

Straw skeleton pictures - collage, Paul Klee - printing, watercolour and pastel fruits - painting and drawing

Physical Development

Travelling - taking weight on different body parts – travelling on the floor and apparatus, taking weight on their feet, hands and feet, sliding (on front, back, side, on different body parts), and one foot to two feet jumping; explore travelling high and low and link movements together; sliding rolling – curled and stretched; learn to correct weight transference from jumping to rolling; balance and travel with feet higher than head
Following Megs and Peas

Holding a pencil, using whiteboard pens, scissors and paintbrushes
Dough Disco, Squiggle Whilst You Wiggle
Writing the letters; Letter families; The Ladder Family - l, i, u, t, y, j The One-Armed Robot Family – n, m, h, k, b, p

Using a knife to cut fruit
Threading fruit onto a skewer
Healthy / not healthy foods
Why is fruit a healthy choice?

Mathematics

Addition and Subtraction – numbers to 5 (Number bonds to 5)

Numbers and Place Value – numbers to 10 (Counting to 10 and beyond, 1 more/less, comparing groups)

Addition and Subtraction – addition to 10 (combining two groups to find a whole, counting on from the biggest number)

Geometry – shape and space (positional language, 2D and 3D shapes)