

Understanding the World

Ask & answer questions-How does the Arctic / Antarctic compare to Stockport / Banks Lane?

Talk about features of the Arctic / Antarctic

Would you see a Penguin in Stockport?

Explain why / why not. Notice changes in our environment related to the weather changing seasons

Baptism –recall special personal occasions in the past in their lives – significant object to represent this. Gardening – observing changes to plants over time

F5: Where do we belong?

Re-tell religious stories making connections with personal experiences

Share and record occasions when things have happened in their lives that made them feel special

Recall simply what happens at a traditional Christian infant baptism and dedication
Recall simply what happens when a baby is welcomed into Islam

Class to continue caring for plants and growing things. To notice differences between plants and to explain why some things occur
To notice similarities and differences in relation to materials. discussion about the features of materials in their own immediate environment and how environments might vary from one another.

Introduce names of some materials: wood, metal, plastic, rock.

Discuss: e.g.: What is made from wood at school?
Discuss appropriate describing words: e.g.: hard / soft

Floating and sinking to be explored in water tray. Children to understand how to spot floating (on surface) and sinking (fully under water / at bottom of water tray).

Notice a change in our environment: cold / hot weather as it becomes Summer. Discuss.

Working Scientifically: Observing over time, Research and secondary sources

BeeBots - more complex routes

Logging on and off

Encourage to type own name and print own work

Independent use of iPads

Taking photographs using the iPads Basic e-safety awareness

Communication and Language

Tales Toolkit—constructing stories and exploring vocabulary. Polar SPA (Lost and Found text) – encourage children to talk about what is happening, and to act out the scenarios in character

DEAL:

Use 'Lost and Found' story to focus children's attention on predictions and explanations. Which is your favourite section of the story? Why?

Re-enact the story and use as a basis for further imaginative play

Hot seating characters from 'Lost and Found' - thought tunnels / freeze frames / expressing feelings orally and talking about their experiences. Use other Deal activities



Banks Lane Infant & Nursery School



Y Rec-Term 3:2

Water

What makes a good friend?

Literacy

Letters and sounds programme/Read Write Inc – regular systematic synthetic phonics sessions. Phase 4 bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp
Non-decodable words (Phase 4) Read: said, have, like, so, do, some, come. Non-decodable words (Phase 3)
Write: you, they, all, are, her

Singing alphabet songs

Teacher model the use of theme related non-fiction texts. Provide texts in the book corner, SPA and computer programmes

Writing with teacher modelling to whole class and guided writing sessions. (Journal, imaginative writing, labelling, caption writing, stories)

DEAL activities linked to 'Lost and Found'

Tales Toolkit—making stories up, exploring vocabulary, writing stories

Mathematics

Geometry - Exploring Patterns

-Making simple patterns

-Exploring more complex problems

Addition and Subtraction - Count on and back

-Adding by counting on

-Taking away by counting back

Number and Place Value - Numbers to 20

-Counting to 20 and beyond

Multiplication and Division - Numerical patterns

-Doubling, halving and sharing and odds and evens

Measurement - Measure

-Length, height and distance, weight and capacity

Expressive Arts and Design

To design, make and evaluate a boat for a Lego man to sail in (Structures)

Choosing appropriate materials to make a boat – touching on properties of materials

Joining materials using glue / tape

Keep the user and purpose in mind

Sea creature drawings - drawing, model magic sea creatures - sculpture and painting, wet paper artwork - printing

Charanga - Big Bear Funk

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, demonstrate an understanding of fast and slow, demonstrate and respond to loud and quiet sounds, recall simple songs and patterns, understand how our voice can change in pitch

Physical Development

Unit 1 - Balancing beanbags on different body parts. Walking whilst balancing a beanbag. Walking in different directions whilst balancing the beanbags. Jumping, hopping etc. over beanbags whilst on the floor. Passing beanbags around different body parts. Aiming type activities using under arm throwing, looking at the target, taking turns. Throwing in to spaces, over lines and at targets. Develop throwing and catching skills

Unit 2 - Focus on using a medium sized ball. Rolling and receiving a ball individually and with a partner. Passing the ball around different body parts. Patting and bouncing the ball downwards. Throwing and catching high and low. Steering activities with hands and with feet. Aiming activities, Individually at a target and with a partner. Kicking and dribbling the ball
Following Megs and Peas

Holding a pencil, using whiteboard pens, scissors and paintbrushes
Dough Disco, Squiggle Whilst You Wiggle

Writing the letters; Review of 'tricky' letters; a, m, s
ascender letters; b, d, h, k descender letters; g, p, q, y

Personal, Social & Emotional Development

Growing in confidence

Gaining further independence and confidence in their learning – willingness to have a go. Asking for help when needed to resolve conflicts with friends

How can we be healthy and more independent?

Healthy lunch boxes – decisions made for a reason, justifying their responses