

Understanding the World

Compare & talk about the Circus over time and its use of animals & why this has changed
Weddings – important weddings in the past and in their lifetimes

F3: Which places are special and why?

Talk about somewhere that is special to themselves, saying why
Be aware that some religious people have places that have special meaning to them

Talk about things that are special and valued in a place of worship
Identify some significant features of sacred places

Recognise a place of worship
Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

Class to continue caring for plants and growing things. To notice differences between plants and to explain why some things occur
Domestic and 'Circus' animals – know about similarities and differences in relation to animals (e.g. size, what they eat) how these environments vary from one another

Working Scientifically: Observing over time

Taking photographs on iPads
Basic e-safety awareness
Logging on/off
Purple Mash—Clowns / My Circus
Opening computer files
Printing work

Communication and Language

Tales Toolkit—constructing stories and exploring vocabulary

Circus SPA – encourage children to talk about what is happening, and to act out the scenarios in character

DEAL:

Use 'The Fabulous Foskett Family' 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 'The Fabulous Foskett Family' - 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

The Circus

What makes a good family?

Literacy

Letters and sounds programme/Read Write Inc – regular systematic synthetic phonics sessions. Phase 4: tr, tw, thr, scr, shr, str, endings; ft, lf, lk, lp, lt, mp, nd, nk, nt, pt, sk, st

Non-decodable words (Phase 4) Read: were, there, little, one, when, out, what. Non-decodable words (Phase 4) Write: said, have, like, so, do, some, come

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, posters, circus facts)

DEAL activities linked to 'The Fabulous Foskett Family' 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 make a moving circus character for us to play with (Mechanisms)
Joining paper with split-pins for movement with support
Keep the user and purpose in mind

Self-select colour mixing - painting, Jackson Pollock - painting

Charanga - Reflect, Rewind and Replay

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):

Revisit skills learnt throughout the year

Physical Development

Unit 3 - Hoops and quoits. Hoops – using hoops in imaginative ways and different ways e.g. A) stepping in and out, jumping over, moving around the outside edge. B) hola hoop around different body parts, C) rolling hoops along the ground. D) Aiming games. Quoits – using quoits in imaginative and different ways e.g. A) balancing, twirling, rolling and spinning. B) Throwing and catching. C) Passing the quoit around different parts of the body. D) Aiming games. Moving at different speeds. Co-operating with a partner or the whole class to play games

Additional - using a bat and ball to strike
Sports day practice
Following Megs and Peas

Holding a pencil, using whiteboard pens, scissors and paintbrushes
Using split-pins to make a moving character with support
Dough Disco, Squiggle While You Wiggle Writing the letters;

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

Perform to the class in a small group with a circus act. Celebrating friend's successes