

Personal, Social and Emotional Education

Learning Intentions:

Going for Goals

Knowing myself

I know that I can do more things now than I could when I was younger.
I know that I will be able to do more things when I am older.
I know that we are all good at different things.
I can tell you what I like doing and learning.
I can try new things in my learning.

Setting a realistic goal

I can tell you what a goal is.
I can set a goal for myself.
I can tell you what I want to achieve and how I am going to do so.

Planning to reach a goal

I can say what I am going to do next.

Persistence

I can focus my attention and start a task.
I can sustain my attention.
I can work hard to achieve my goal.
I know that working hard is important to reaching my goal.

Evaluation and review

I can tell you what I have done and the things.

Learning experiences:

- Circle times, stories, puppet play, games

Communication and Language

Learning Intentions:

I can build up my vocabulary linked to the topic.

I can use exciting words to imagine and recreate roles in play. I can introduce a storyline into my play.

I can use talk to organise and sequence my ideas.

I can answer 'how' and 'why' questions linked to stories.

Learning experiences:

- Classroom listening routines - carpet time, assembly, show and tell
- Sharing experiences - Christmas celebrations, journey's experienced
- Telling stories together in role play
- Learn exciting new words to describe transport and journeys

Medium Term Plan

Spring 1 2019

Pearl Class

Off we go!



Maths

Learning Intentions:

I can recognise and order numbers to 10, then 20.

I can find the total number of items in two groups by counting them all up.

I can add two single digit numbers and count on to find the answer.

I can find 1 more or less than a group of objects/ number.

I can use mathematical names 2D and 3D shapes, and mathematical terms to describe them.

I can familiar objects and common shapes to create and recreate patterns and build models.

I can use everyday language to describe position.

Learning experiences:

- Counting cars and ordering numbered vehicles
- Explore money in the role play areas
- At the bus stop - calculating how many people are on the bus
- Making maps - naming positions of features
- Making transport pictures and models using 2D and 3D shapes
- Alien patterns

Physical Development

Learning Intentions:

I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

I can handle tools, objects, construction and malleable materials safely and with increasing control.

I understand the need for safety when tackling new challenges.

Learning experiences:

- Handwriting - curly caterpillar letters - c, o, a, d, g, q, e, f, s/ one armed robot letters - r, n, m, h, p, k
- Large and small construction - making vehicles
- Road safety - practising riding bikes and trikes safely
- Games skills - Ball skills

Expressive Arts and Design

Learning Intentions:

I can explore printing techniques.

I understand that different media can be combined to create new effects.

I can manipulate materials to achieve a planned effect.

I can construct with a purpose in mind.

I can sing songs, make music and dance!

I can represent my own ideas through art, music and dance.

Learning experiences:

- **Art** - Explore printing techniques - monoprinting, block printing, roller printing - to create transport images
- **Construction** - Junk modelling - transport, rockets
- **Role playing** - space centre, a railway station
- **Retelling stories** - Whatever Next, Mr Gumpy's Car
- **Music** - explore structure
- **Dance** - Transport themed - focus on travelling - pathways, speed, weight, flow.

Literacy: Reading and Writing

Learning Intentions:

READING -

I can respond to stories and experiences with relevant comments, questions or actions.

I can read tricky words - be, he, me, she, we, was, you, they, her, are
I can read words containing digraphs - ch, sh, th, ng, ee, ai, igh, oa, oo, ar, ow, oi

I can read sentences with growing fluency.

WRITING -

I can sequence sounds in words including digraphs.

I can write labels, captions and short sentences in meaningful contexts.

Learning experiences:

- Daily phonic sessions linked to 'Letters and sounds' programme - focussed on phase 3 digraphs
- Individual reading
- Story times linked to topic
- Developing early writing skills through guided activities linked to core texts/ topic/ phonic sessions:
Labels - writing labels to name different forms of transport
Captions/ sentences - linked to key texts e.g. what can you see during your train ride; information about old cars; a poem about rockets in space.

Understanding of the World

Learning Intentions:

I enjoy joining in with family customs and routines.

I can talk about past and present events in my own life.

I know about similarities and differences between myself and others, and among families.

I know about similarities and differences in relation to places and transport.

I can talk about features of my environment and how environments vary from one another.

I can look closely at change and talk about why it occurs.

Learning experiences:

- Share and compare how we each celebrated Christmas
- Learn about how people celebrate the Chinese New Year
- Compare old and new transport
- Explore features of different environments and make maps
- Explore the icy weather!
- Investigate how to make our toy cars travel further and faster!
- ICT - record sentences and stories using digital cameras, microphones, sound cards and PowerPoint.

Visits/ Visitors/Experiences

Chinese New Year activities
Road safety event
Space/ Alien dress up day

Core Texts

The Train Ride, The Naughty Bus, All aboard for the Bobo Road, Mr Gumpy's Motorcar, Mrs Armitage - Queen of the Road, Zoom, Rocket, Zoom, Roaring Rockets, Whatever Next, The Way Back Home

Role Play

Indoor: An airport/ Space Centre
Outdoor: Railway Station