

## Personal, Social and Emotional Education

### Learning Intentions:

#### Training my Brain!

I understand that I have different parts of my brain that look after my body, my feelings and areas that help me to think and learn at my best.

I know that to be at my best, my body and feelings brain have to feel good.

I understand that when my needs are not met, they become stressors.

I understand that I have emotional needs and can explain these to others.

I understand when my emotional needs are being met.

I have a plan for when my emotional needs are not being met well.

### Learning experiences:

- Circle times, stories, puppet play, games, art and craft, coaching

## 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

## 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

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 space smoothie recipe.

## Maths

### Learning Intentions:

I can recognise and order numbers to 10, then 15.

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:

- Count cars and order numbered vehicles
- Compare numbers
- Explore money in the role play areas
- At the bus stop - calculating how many people are on the bus - what if 1 more person gets on?
- Making maps - naming positions of features
- Making transport pictures and models using 2D and 3D shapes
- Alien repeating 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 - one armed robot letters - r,n,m,h,p,b,k
- Large and small construction - making vehicles
- Road safety - practising riding bikes and trikes safely
- Gymnastics - travelling in different ways

## Topic Web

Spring 1 2020

Pearl Class

Off we go!



## 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, DT, 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** - Charanga - Everyone! Exploring pulse, rhythm and pitch through games and songs
- **Dance** - Transport themed - focus on travelling - pathways, speed, weight, flow

## 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 Chinese New Year
- Compare old and new transport
- Explore features of different environments and make maps
- Explore the icy weather!
- Investigate wheels, how to make our toy cars travel further and faster and rockets!
- Technology - record spoken sentences and stories using digital cameras, microphones, sound cards and PowerPoint.
- Technology - learn how to program Beebot

### 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

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