



Communication and Language

During class discussions demonstrate understanding using full sentences such as “I think.... because....”.

Develop use of questioning using who, when, how in addition to sharing information through statements.

Demonstrate understanding and use newly taught vocabulary during class discussions, small group sessions and Choosing Time. Focus vocabulary shared in knowledge organiser.

Use speech to say, and beginning to write independently, grammatically correct sentences. Using Colourful Semantics system identifying who, what doing, where.

Literacy

Phonics: Sounds Write Unit 11 – CCVCC words and words containing sh, ch, th, ng.

Focus text: The legend of The Sword in the Stone. Retelling in spoken word and pictures and beginning to retell in written words, learning new vocabulary.

Non-fiction writing – how to grow a plant.

Enrichment texts and poetry: on display on classroom door.

Key phrases and sayings: Mountain out of a molehill. It’s raining cats and dogs. If at first you don’t succeed, try, try again.

Rhyme time: Humpty dumpty, She’ll be coming round the mountain

Personal, Social, Emotional Development

My Body and Growing Up – Exploring the questions: what does my body look like? How can I look after my body and keep it clean? How am I learning to take of myself and what do I still need help with? How do I feel about growing up?

Focus on the importance of drinking water as the weather warms up. Model drinking water and have plenty of water breaks during the day.

Outdoor Learning – learning about fire safety in the fire circle, how to safely cook on an open fire.

Ongoing focus on The Babraham Way – We Are Kind. How can we be a good friend?

Ongoing focus on learning to manage Big Feelings. Using our Zones of Regulation area to understand the messages our bodies give us.

Maths

To 20 and Beyond! Exploring that numbers beyond 10 can be represented as one full ten frame plus ones.

Ongoing exposure through games and practical application of number bonds to 10. Aiming to recall some of these instantly such as $5+5=10$, $8+2=10$.

How Many Now? Exploring what happens when we add and subtract numbers through rhymes and games.

Manipulate, compose and decompose – exploring 2D shapes through practical activities to join shapes and rotate shapes to make pictures and patterns.

Outdoor Learning: ongoing practice of counting and building odd and even numbers using natural loose parts and games.

Expressive Arts and Design

Art – to learn that a sketch is a quick, rough drawing. Looking at Degas’ Ballerinas and sketch using charcoal.

Music – listening for emotions in music, focusing on composer Anna Clyne.

DT – making bread on the camp fire.

Choosing Time – daily opportunities for creating (drawing, painting, modelling) indoors and outdoors.

Physical Development

Gross Motor Development

To show good control and coordination in large and small movements. Increased opportunities for garden play with balls, hoops, skipping ropes and archery.

Fine Motor Development

Daily focus on letter formation following Debbie Hepplewhite handwriting patter.

Daily opportunity for Funky Finger Choosing Time with activities such as play-doh, clay, threading, peg boards, hammering, bead work, sewing.

Outdoor Learning opportunities include using tools for whittling and drilling.

Morning small group for children needing additional support in letter formation.

Understanding The World

RE: What places are special to different people? Beginning with non-religious special places and then focusing on churches, mosques and gurdwaras. Visit to St Peter’s Church, Babraham.

Topic: Kings and Queens

Please see attached Knowledge Organiser
School trip to Hedingham Castle.

School garden: ongoing work in garden to sow seeds and nurture plants. Exploration of seasonal