

Spring 1 - Journeys / Local area

<p>Theme and book focus</p>	<p>Happy New Year / careers (Whole School)</p>	<p>World / UK / Local area</p>	<p>Seaside</p>	<p>Farms / Countryside</p>	<p>Transport</p>	<p>Map making</p>
<p>PSED</p>	<p>Perseverance</p>	<p>Anxiety</p>	<p>Self acceptance</p>	<p>Temper</p>	<p>Friendships</p>	<p>Resilience</p>
<p>Communication and Language</p>	<p align="center"> To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because </p>					
<p>Physical Development</p>	<p>Gymnastics - high</p>	<p>Gymnastics- low</p>	<p>Gymnastics - under</p>	<p>Gymnastics - over</p>	<p>Gymnastics – High, lower, under, over on the apparatus</p>	<p>Gymnastics – High, lower, under, over on the apparatus</p>
<p>Literacy</p>	<p>Writing simple captions</p>	<p>Labelling local maps</p>	<p>Story sequencing</p>	<p>Writing simple labels</p>	<p>Imaginary simple sentence writing Story telling role play</p>	<p>Drawing and labelling maps</p>
<p>Phonics</p>	<p>ai, ee, igh, oa</p>	<p>oo oo ar or</p> <p align="center">Tricky words: was, you, they</p>	<p>ur, ow, oi, ear</p> <p align="center">Tricky words: my, by, all</p>	<p>air, er, double letters: dd mm tt bb rr gg pp ff</p> <p align="center">Tricky words: are, sure, pure</p>	<p>Longer words</p>	<p>Assess and Review</p>
<p>Maths</p>	<p>Numbers to 10</p> <ul style="list-style-type: none"> •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less 	<p>Numbers to 10</p> <ul style="list-style-type: none"> •Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less 	<p>Calendar and time</p> <ul style="list-style-type: none"> •Days of the week, seasons •Sequence daily events 	<p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> •Explore addition as counting on and subtraction as taking away 	<p>Grouping and sharing</p> <ul style="list-style-type: none"> •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing 	<p>Grouping and sharing</p> <ul style="list-style-type: none"> •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing

<p>Understanding the world</p>	<p>Finding out about people who help us in our local area and children to share their own experiences with people who are familiar to them.</p>	<p>Finding out where we live. Connecting the World/UK/Local area – Gorleston. Familiarise children with different types of maps. Finding out about the children's immediate environments name of the road, and town the school is located in.</p> <p>Look at area views of the school and local area what features can we see?</p>	<p>Seaside – looking at environments within both their local and national region.</p>	<p>Farms – looking at environments within both their local and national region.</p>	<p>Local transport to Gorleston Looking at transport from the past (before they were born) and present and making comparisons.</p>	<p>Children will draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with</p>
<p>Expressive Arts and Design</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To join in with whole school singing assemblies To create musical patterns using untuned instruments Begin to create costumes and resources for role play</p>					