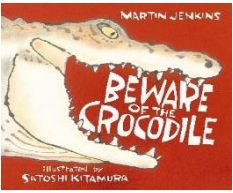



## Topic - Who Lives There?

<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Develop writing using correct punctuation: full-stops, capital letters and finger spaces</li> <li>• Reading and using high frequency words</li> <li>• Extend sentences with 'and'</li> <li>• Adjectives, extending vocabulary</li> <li>• Talk for writing (to work on composing sentences)</li> <li>• Guided reading to develop comprehension skills</li> <li>• Daily handwriting practice</li> <li>• Daily phonics: phase 2 and 3 sounds</li> <li>• Daily independent reading from a phonic scheme</li> <li>• Word pots to learn high frequency words</li> </ul>	<p style="text-align: center;"><b>High Quality Texts</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>We will explore:</p> <ul style="list-style-type: none"> <li>• Where information can be found in non-fiction texts</li> <li>• That information can be retrieved from a variety of sources</li> <li>• Giving explanations and opinions</li> <li>• Some of the features of non-fiction texts</li> <li>• Talk to reflect on past experiences</li> <li>• Sustaining relevant listening, and relevant comments and questions</li> <li>• Using vocabulary influenced by books</li> </ul>	<p style="text-align: center;"><b>Maths</b></p> <p>Mastering Number</p> <ul style="list-style-type: none"> <li>• Number 10 - explore patterns made, representations of 10, numbers that make 10, relationship to number 5.</li> <li>• Numbers 1-10 on a number line - compare number tracks and number lines, one more and one less, the number 0, link to estimating length.</li> <li>• Number 7 - explore partitioning and recombining, systematic partitioning, varied representations including the Rekenrek and counters.</li> </ul>	
<p style="text-align: center;"><b>Understanding the World</b></p> <p>Building study: exploring</p> <ul style="list-style-type: none"> <li>• Our own home and different types of homes.</li> <li>• Key buildings in the UK and their locations.</li> <li>• Buildings from the past and historical buildings near us: Hampton Court Palace.</li> </ul>	<p style="text-align: center;"><b>Art , Music &amp; DT</b></p> <p><b>Art:</b> Drawing (using different materials e.g. pencil, wax, pastels, chalk, felt tips) Able to draw a recognisable face with eyes, nose, ears and mouth. Understand how to draw different lines - spirals, zigzags, wavy and how artists use these Begin to make observational drawings. Colour in pictures with an awareness of colour.</p> <p><b>Music:</b> Pitch- high and low sounds</p> <p><b>DT:</b> Structures - homes, playgrounds etc.</p> <p><b>Cooking:</b> Cakes and scones. Developing pupil's understanding of the importance of hygiene and safety. Developing skills selecting and using a variety of tools, and developing vocabulary.</p>	<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Identify and group the uses of everyday materials</li> <li>• Compare the suitability of different everyday materials for particular uses.</li> <li>• Record in sorting circles or tables.</li> <li>• Begin to use simple scientific language to communicate about how things are similar or different.</li> <li>• Seasonal changes: Spring</li> </ul>	
<p style="text-align: center;"><b>PSHE &amp; RSE</b></p> <p>Self-awareness and taking turns.</p> <p>Zones of regulation</p> <p>Developing our life skills across the curriculum and the range of opportunities across the school day. With a focus upon our community.</p>	<p style="text-align: center;"><b>Computing</b></p> <p>Technology across all areas of the curriculum, supporting and enhancing pupil's communication and learning. For example, high tech Augmentative and Alternative Communication (AAC) such as ProloQuo2Go, and Clicker software to develop pupil's sentence composition. Educational software such as Nessy and Busy Things. Exploring and making intentional choices to cause different effects.</p> <p>A focus upon keeping safe on and off line. Exploring and understanding 'trusted adults', and identifying trusted adults around us. Investigating a range of safe and unsafe scenarios.</p>	<p style="text-align: center;"><b>PE</b></p> <p>Bilateral co-ordination: using two hands, scooter boards, pulling along benches and sensory circuits. Developing balance, agility and co-ordination.</p> <p>Riding a bike/trike.</p> <p>Yoga.</p>	<p style="text-align: center;"><b>RE</b></p> <p>Holi, Mothering Sunday, Easter</p>

Medium Term Plan Rockets Spring 2 2023

Trips and Visits

- Forest school activities and walks to local parks.