

Moon Class Spring 1 - Let's get lost in a book

MATHS	LITERACY
<p>Subitising Explore a range of patterns including structured patterns in which 5 is a clear part. Experience patterns which show a small group and '1 more'</p> <p>Cardinality, ordinality and counting Develop object counting skills. Develop verbal counting to 20 and beyond. Use fingers to represent quantities between 5 and 10. Order numbers.</p> <p>Composition Explore the composition of 5 and 6. Practise recalling 'hidden' parts for 5. Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison Compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal. Use the language of comparison. Measure - Time</p>	<p>Little Wandle Phonics Daily reading and writing of Phase 2 and 3 words. Read and write tricky words - I, the, to, go, no, into, he, she, we, me, be Daily reading 1-1 with an adult of a book matched to their phonic level Digraphs/trigraphs - ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Power of Reading / Talk for Writing Enjoy and discuss poems from 'Big Green Crocodile' by Jane Newberry. Recite poems using Makaton. Discuss the poems using colourful semantics.</p> <p>Name writing Formation of prewriting shapes. Formation of letters. Write their name and simple sentences about themselves.</p>
COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>I can greet staff and pupils using names. I can engage in story time activities and remember some of the story. I can engage in play alongside others (parallel play). I can engage in pretend play. I can engage in collaborative play with adult guidance. I can learn rhymes, poems and songs. I can respond to literal questions. I can identify objects and properties when they are described.</p>	<p>I can use a tripod pencil grip. I can start to use my non-dominant hand to stabilise and support objects. I can start to cut along straight lines with regular scissors. I can watch and mimic simple movement sequences. Walk backwards. Hop on one foot. Motor planning: sequencing, spatial reasoning. Developing balance, agility and coordination. Multi-skills: motor planning, running, jumping and other basic skills</p>
P.S.E.D / LIFE SKILLS	UNDERSTANDING THE WORLD / EXPRESSIVE ART AND DESIGN
<p>I can describe my feelings and identify why I feel that way. I can say or sign please, thank you and sorry. I am able to communicate what I would like to eat. I can communicate food likes and dislikes. I can use a knife and fork with adult assistance. I can start to think about the need for a variety of foods in a diet. I can look after my personal belongings by hanging up my coat and bag. I can put my shoes on the correct feet. I can dress independently.</p>	<p>Chinese New Year Look for things they observe in Winter. Use senses to observe changes. Be curious about things that change. Comment on changes. Look for similarities & differences in their surroundings Make rubbings showing a range of textures and patterns. Take prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Imprint onto a range of textures. Study artist Alexander Calder Compare environments - home/school, urban/rural</p>

