

Moon Class Spring 2 - How can we help the planet?

MATHS	LITERACY
<p>Subitising Explore symmetrical patterns, when each side is a familiar pattern, link to 'doubles'.</p> <p>Cardinality, ordinality and counting Continue to consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p>Composition Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10.</p> <p>Comparison Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Pattern</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, you, are, all Daily reading 1-1 with an adult of a book matched to their phonic level. Revise ch, sh, th, ng, nk, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er, ear, air</p> <p>Power of Reading / Talk for Writing Read and discuss the book 'Aaaargghh Spider' by Lydia Monks. Retell the stories using Makaton and create new versions using 'Talk for Writing.' Answer questions about the story using colourful semantics.</p> <p>Name writing. Formation of prewriting shapes. Order the letters in their name. Write their name and simple sentences about themselves, forming the letters correctly</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. Bilateral coordination - use 2 hands on scooter boards or pulling along benches Move energetically: running, jumping, hopping, bilateral coordination, developing balance, agility and coordination. I can dress independently.</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.</p>	<p>Easter Beebots and positional language. Sorting materials and recycling. Taking care of the environment. Look for things they observe in Spring. Use senses to observe changes. Be curious about things that change. Comment on changes. Look for similarities & differences in their surroundings Pitch - high and low sounds Drawing (pencil, wax, chalk, ink, pen, brushes) Joan Miro Community. Library visit.</p>

