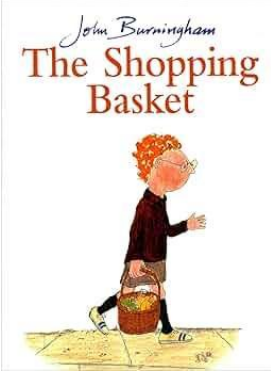
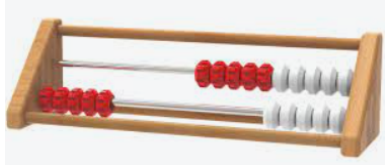


Topic - How do I get there?

<p>English</p> <ul style="list-style-type: none"> • Listen to a range of stories and nursery rhymes. • Join in with signs and repetitive words and phrases/ • Fine motor and mark making • Developing handwriting skills and daily practice for this. • Story telling using props and drama • Write and create simple sentences using programmes such as colourful semantics and Talk for Writing. <ul style="list-style-type: none"> • Phase 2 and 3 phonics via the accredited Little Wandle Systematic, Synthetic Phonics programme: including reviewing sounds and learning new ones, oral blending and applying learning via multisensory opportunities. 	<p>High Quality Texts</p> <p>The Shopping Basket</p> 	<p>Maths</p> <p>Maths Number sense: Develop number sense skills through counting songs and rhymes (forwards and backwards).</p> <p>Subitising: 1-7 and developing knowledge and skills for using 5 and 10 frames and the Rekenrek, and recognising different representations (such as counters, Numicon).</p>  <p>Developing skills for counting and the purpose of counting, with opportunities to count beyond 20 and remembering the 'stopping number' where the last number tells us how many altogether.</p> <p>Developing pupil's skills and understanding for time, with both analogue and digital clocks. This will include using timetables and calendars, developing vital life skills.</p>	
<p>Humanities</p> <p>Pupils will be exploring different environments. They will be comparing school and home, town and country. This will allow pupils to develop their skills and understanding for different landscapes and features, and differences and similarities between the environments and people who go/live there.</p>	<p>Art and Music</p> <p>Art: pupils will be developing their skills exploring 'printing'. This will include experimenting with shape and pattern, looking at repeated patterns and different materials to make texture. Using a variety of printing blocks and exploring the effect making their own blocks has on shape and texture.</p> <p>Make rubbings showing a range of textures and patterns. Taking prints from objects: leaf, hand, onion, feet, junk, bark, modelling clay etc. Producing simple pictures by printing objects. Imprinting onto a range of textures - newspaper, coloured paper, plain paper, into clay and dough etc. Printing with block colours.</p> <p>Music: pupils will be exploring and describing sounds made to create sound stories.</p>		<p>Science</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around me. • Exploring and actively participating in the natural environment and seasonal invitations to play such as leaves, ice in the water trays. Responding to these and communicating what I see/experience. • Making bird feeders, recognising how this will help birds during the cold winter months. • Identifying and selecting what I need for the weather in the different seasons (coat, hat, boots). • To know the names of the four seasons.
<p>PSHE</p> <p>This half term pupils will be developing their self-care and organisational skills. These life skills are developed and embedded across the school day, from hanging up coats and bags, to getting our own cutlery and clearing up after lunch, and changing for PE. Zones of regulation is embedded across Clarendon, where pupils will be continuing to develop their understanding around emotions.</p>	<p>Computing</p> <p>Text and multimedia:</p> <ul style="list-style-type: none"> • Digital art: drawing simple pictures/ make marks using touch technology • Photographs • Sorting different materials and objects • Exploring and creating patterns. 	<p>PE</p> <p>Motor Planning: circuits, obstacle courses, sequencing, targets.</p> <p>Yoga</p>	<p>RE</p> <p>Key features of Christianity</p> <p>Chinese New Year.</p>