

STARS

P.S.E.D.	PHYSICAL DEVELOPMENT	COMMUNICATION AND LANGUAGE
<p>The world I live in: taking care of the environment</p> <p>Communicate about how we can help at school and we can look after our school and wider environment (keeping the class room tidy, being a good friend)</p> <p>Litter pick in the playground</p>	<p>Bilateral coordination</p> <p>Moving like animals from the environment (e.g. bear walk, crab walk, snake crawling)</p> <p>Play games which imitate symmetric and asymmetric body poses</p> <p>Balloon games.</p>	<p>Join in songs and nursery rhymes around the environment and Easter (10 green bottles), 5 hot cross buns.</p> <p>New Language/Makaton</p> <p>Recycling, the world, plastic cans, waste, compost, pollution</p>
MATHS	Spring 2	ENGLISH
<p>Numbers to 10.</p> <p>Exchanging coins for items in the shop role play area</p> <p>Write numbers on price tickets.</p> <p>Addition and subtraction - sorting into groups.</p> <p>Measurement - my day.</p> <p>Maths continues provision:</p> <p>Daily counting and number rhymes</p> <p>Daily activities to develop maths skills e.g. count, recognize and order numbers, match numbers to quantities of groups, say the number</p>	<p>This half term's topic is:</p> <p>The Environment</p> <p>We will be developing the topic by exploring the 'The train ride". Reading spine.</p>	<p>Listen to and enjoy a range of fiction and non-fiction books - Peppa Pig recycling fun, Topsy and Tim Go Green, Charlie and Lola look after your planet, Dear Greenpeace</p> <p>Posters and signs to help people be green, collage.</p> <p>Re-tell stories and put in order sequences from a story,</p>

one more/less than a given number, order 2 items e.g. long/short.		Talk about characters in story books-colourful semantics. Phonics phase 1: Instrumental Sounds, Rhythm and Rhyme. Aspects of Phase 2- some pupils.
UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN	LIFE SKILLS
<p>Look for and communicate about things they observe in summer Talk about the change of season</p> <p>Role play and small world themed around the environment (sorting materials that can/can't be recycled)</p> <p>Visit a recycling centre</p> <p>Set up a compost bin in the sensory garden and work in the garden to look after plants.</p> <p>Look at images of wind farms</p>	<p>Makes marks on paper with physical assistance / scribbles on paper</p> <p>Begin to use a variety of drawing tools - e.g. finger, stick, pencil, coloured pencils, pastels, chalk to make marks on different materials</p> <p>Respond to music e.g. see ideas on sign-up: Go green and Recycle.</p> <p>Be imaginative e.g. -tuff trays play activities.</p> <p>Explores different textures and can experiment when mark making with different tools and surfaces.</p>	<p>Name related activities.</p> <p>Community</p> <p>Recycling</p>

In addition to the core skills in each area that we continually work at throughout the year, we will be focusing on the following areas this half term.

