

Ahlberg Class

Spring 1 – The Wind in the Willows

<p style="text-align: center;"><u>My Communication</u></p> <ul style="list-style-type: none"> To establish new Makaton signs related to out topic The Wind in the Willows To engage in a declarative 'conversation' engendered by another To gain the attention of another person To participate in more engagements in communicative learning <p>Narratives</p> <ul style="list-style-type: none"> To follow the sequence of a short fictional story To retell the story as best they can To retell the story with fewer prompts and increasing accuracy 	<p style="text-align: center;"><u>My Problem Solving</u></p> <p>Problem solving within:</p> <ul style="list-style-type: none"> Physical wellbeing – teeth cleaning Independence – Cooking by finding and using equipment Communication – Communication partners Creativity – creating art by find own resources Citizenship – to tidy up own rubbish The World about us – following instructions to make a Chinese New Year lantern <p>Use of number:</p> <ul style="list-style-type: none"> Recite, order, identify numerals Understand 'first, next, last' 	<p style="text-align: center;"><u>My Citizenship</u> <u>'Being me in my world'</u></p> <ul style="list-style-type: none"> To understand how it feels to belong and that we are similar and different To start to recognise and manage my feelings To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands To start to understand children's rights and this means we should be allowed to play and learn To begin to learn what being responsible means
<p style="text-align: center;"><u>My Dance</u></p> <ul style="list-style-type: none"> To establish movement themes; use of stimulus to capture movement themes To convey emotion (dynamics) To combine material into phrases/ sequences To expand possibilities relating to movement themes <p>(Encounter, explore and develop understanding).</p>	<p style="text-align: center;"><u>My Art</u></p> <ul style="list-style-type: none"> To experience using different materials and media to push through holes or spaces to create a tactile surface To learn to be free within the artistic process To encounter clay and shaped clay To explore 3D sculpture – form, shape and pattern 	<p style="text-align: center;"><u>My Outdoor School</u></p> <ul style="list-style-type: none"> To experience seasonal weather changes To play games in the outdoor school + mud kitchen To be creative by using the natural resources of the outdoor school To be actively involved in the resourcing and telling of familiar stories, plays and poems To identify life lived outside To make homes for creatures that live in the outdoors
<p style="text-align: center;"><u>The World around Me</u></p> <ul style="list-style-type: none"> To observe events that are specific to each season (winter) To experience, record and communicate what can be discovered and learned about plants in the immediate environments The know the lifecycle of a toad To know that death will happen to all living things (animal focus) To explore that plants can be eaten To explore the importance of food within cultural festivals (Chinese new year) 	<p style="text-align: center;"><u>My Music</u></p> <ul style="list-style-type: none"> To react to changes in tempo To explore musical interactions and relate these to a communicative experience To make creative choices between preferred tempo To copy a simple or complex rhythm To experience the differences in timbre between different sounds To explore how differences in timbre made be made To experience the heartbeat as a rhythm 	<p style="text-align: center;"><u>My Independence</u> <u>Cooking</u></p> <ul style="list-style-type: none"> To prepare oneself for a cooking activity To follow instructions/ recipes during cooking activities To chop, cut, slice and dice with a kitchen knife To weigh, measure and estimate To explore the importance of food within cultural festivals (Chinese new year)
<p style="text-align: center;"><u>My Physical Well-being</u></p> <p><u>Physical Activity</u></p> <ul style="list-style-type: none"> To actively participate in a range of playground, classroom and indoor hall games <p><u>Swimming</u></p> <ul style="list-style-type: none"> Learners will know how to behave in a pool environment To feel safe, happy and confident in the water To move in the water <p><u>Healthy Eating and Healthy Lifestyle</u></p> <ul style="list-style-type: none"> To be able to label products as either healthy or to be regarded as treats. 	<p style="text-align: center;"><u>My Play and Leisure</u></p> <p><u>Structured Play</u></p> <ul style="list-style-type: none"> One to one or small group games To Follow my own interests. To play a game that involves turn taking with a member of staff. To play a game that involves turn taking with a peer. To try a new activity. To work together with a peer. 	<p style="text-align: center;"><u>My Drama</u></p> <ul style="list-style-type: none"> To build dialogue and/ or action in role To role play stories from books/ films <u>Interactive Sound Games</u> What's That Noise? To encourage the use of sounds to explore different dialogues and/or actions