



Rowling Class – Spring 1

Wind in the Willows



<p><u>My Communication</u></p> <ul style="list-style-type: none"> • Listening and answer comprehension questions. • Discuss as a class different habitats/life cycles/ changes from young to adult; • Insects & minibeasts 	<p><u>My Problem Solving</u></p> <ul style="list-style-type: none"> • Addition, subtraction • To be more confident telling the time. • Practice money skills. • Sorting and classifying. • Measuring/ observational drawing/add a ruler to represent a scale. 	<p><u>Relationships and Sex Education</u></p> <ul style="list-style-type: none"> • Being me, • Rights/responsibilities • Democracy (school council) • Reward and consequences • Having a voice • Changes from young to adult.
<p><u>My Dance</u></p> <ul style="list-style-type: none"> • Movements related minibeasts/ insects and other animals in their environments. • Students to create their own dance routines using different levels movements, changing direction, balancing movements and good coordination. 	<p><u>My Art</u></p> <ul style="list-style-type: none"> • To use a correct finger grip. • To use scissors correctly to cut along a line/shape outline. • To use a variety of media and textures to create winter art pieces. • Study patterns and colours in nature 	<p><u>My Outdoor School</u></p> <ul style="list-style-type: none"> • •
<p><u>The World around Me</u></p> <ul style="list-style-type: none"> • Learn living, dead and things that never been alive. • Identify a variety of plants and animals that live in different habitats. • Adaptations and changes in the environment over time 	<p><u>My Music</u></p> <ul style="list-style-type: none"> • Composing a short music • Keeping to a steady pulse. • How music is used for particular purposes. • Combined music elements of pitch, tempo, dynamics, texture. • Explore making sounds in different ways. 	<p><u>My Independence</u></p> <ul style="list-style-type: none"> • Follow instructions during cooking activity, shopping. • Explore areas of the school/local community. • Independent basic needs - eating/toileting
<p><u>My Physical Well-being</u></p> <ul style="list-style-type: none"> • Dance - sequences, patterns and pathways of movement. • Exploring the range of motions of their bodies and partnering movement and music together 	<p><u>My Play and Leisure</u></p> <ul style="list-style-type: none"> • To explore parallel, shared, turn taking and collaborative play. 	<p><u>My Drama</u></p> <ul style="list-style-type: none"> • Learning about animation. • Clay models. • Stop motion to make a short animation related to the theme.

Computing

- Label and describe objects.
- Count and compare groups of objects.
- Compare our classification to a Google search.