

Donaldson Class – Spring 1

On the Move



<p style="text-align: center;"><u>English</u></p> <ul style="list-style-type: none"> • I want... communications. • Following single step or two step instructions. • Colourful semantics. • Exploring Makaton signs. • Our letter formation and mark making. • Ordering, recognising and writing the letters in our name. • Phonics • Reading and listening to stories and songs around our theme, On the Move. • Retelling these stories. • Sequencing pictures and words from our stories. • Matching picture and word cards. • Making a supported choice from two options. 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Matching pictures based on their appearance. • Recognising different coins. • Adding money. • Money exchange • Sorting objects by their colour, shape and size. • Number exploration. • Number formation. • Number ordering. • Recognising 2d shapes and their properties. • Exploring Maths themes sensory trays. • Sharing between two. • Counting backwards. • Explore the meaning of taking away. • Following step by step instructions. • Sequencing events. • Exploring analogue clocks. • Beginning to tell the time to the hour. • Beginning to tell the time to the half hour. • Exploring quantities. • Number bonds to 10. • Calculation. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Identifying emotions. • Exploring the zones of regulation. • Exploring what makes me happy. • Exploring how it feels to belong. • Exploring what makes us similar and different. • To recognise and manage feelings. • Working together. • Exploring why it is important to use kind hands. • Exploring why it is important to be kind. • Exploring children's rights. • Exploratory play. • Exploring what being responsible means.
<p style="text-align: center;"><u>Wider World</u></p> <ul style="list-style-type: none"> • Exploring people who can help us. • Exploring life in Norman England. • Exploring what temperature is. • Exploring what rubbish is. 	<p style="text-align: center;"><u>Art</u></p> <ul style="list-style-type: none"> • Creating artwork inspired by the seasons Autumn and Winter. 	<p style="text-align: center;"><u>Outdoor School/Animal Farm/Horticulture</u></p> <ul style="list-style-type: none"> • Exploring life cycles of plants. • Exploring the seasons of Winter and Spring. • Helping to look after the plants in the polytunnel.

<ul style="list-style-type: none"> • Exploring what plants need to survive. • Exploring water states. 		<ul style="list-style-type: none"> • Helping to harvest produce in the polytunnel. • Planting and growing. • Identifying different trees.
<p><u>Physical Well-Being</u></p> <ul style="list-style-type: none"> • Exploring activities to develop balancing and coordination. • Exploring different ways to move around a space. • To play games alongside our peers. • To follow single step instructions. • Exploring different breathing techniques to calm us down. • Exploring under arm and over arm throws. • Catching. • Walks around the school site. 	<p><u>Music</u></p> <ul style="list-style-type: none"> • Music interaction sessions. • Exploring making sounds with different instruments. • Exploring the names of different instruments. • Developing listening and attention through action songs. 	<p><u>My Independence</u></p> <ul style="list-style-type: none"> • Engaging in cooking activities. • Following multi-step instructions during cooking activities. • Exploring how to be safe in the kitchen. • Recognising different coins. • Exploring road safety. • Practicing self-care skills likes dressing, tying shoe laces and zips.
<p><u>Play and Leisure</u></p> <ul style="list-style-type: none"> • Following my own interests in the inside and outside environment. • Making a choice between two activities. • Trying new activities. • Engaging in an activity with an adult. • Playing a game that involves taking turns with an adult. • Playing alongside my peers. • Sharing toys/turn taking with my peers. 	<p><u>Home Learning Ideas</u></p> <ul style="list-style-type: none"> • Read a book together. • Go on a walk to practice road safety. • Look in the mirror and see what different facial expressions you can make. Can you represent different emotions using facial expressions? • Explore mark making opportunities. • Explore different sensory opportunities in nature (crunch leaves, jump in puddles). • Practice safety in the kitchen. • Road safety practice (Stop, look listen) 	