



On the Move: Amazing Machines



Kerr Class, Spring 2 2025

<u>English</u>	<u>Mathematics</u>	<u>RSE/PSHE</u>
<p>We will explore engaging texts such as <i>The Train Ride</i> by June Crebbin, <i>Tremendous Tractors</i> by Tony Mitton & Ant Parker, and <i>Go, Dog. Go!</i> by P.D. Eastman. We will develop comprehension skills by identifying characters, settings, and events, as well as learning sequencing and storytelling techniques. We are focusing on expanding students' vocabulary, particularly nouns, verbs, and adjectives, to describe different forms of transport, journeys, and machinery. We will practice forming sentences and understanding how to structure a story with a beginning, middle, and end. We will have opportunities to write their own stories, describe transport journeys, and share their ideas verbally and visually. Craft-based activities will encourage creativity while reinforcing literacy skills, such as designing and labelling their own trains, making</p>	<p>Understanding and using the symbols +, -, and =. Solving simple and multi-step addition and subtraction problems using objects, number lines, and mental maths. Building confidence in writing and solving equations independently. Recognising and creating 2D and 3D shapes and understanding their properties. Exploring shapes found in everyday objects, such as vehicles, and using modelling materials to design transportation scenes. Identifying coins and notes and understanding their values. Practicing simple transactions, calculating totals, and giving or receiving change. Developing real-world skills, such as recognizing when a specific amount is "enough" to buy something.</p>	<p>This half term in PSHE, we will be exploring key themes around growth, change, and personal development. Our focus will be on understanding life cycles in nature, recognising changes in ourselves and others, and learning how to express feelings about change. Topics We Will Cover: Recognising life cycles in nature and how all living things grow and change. Understanding that some changes are outside of our control and recognising how this makes us feel. Exploring how we grow from babies to adults and identifying people we respect who are older than us. Discussing our own feelings about growing up and becoming more independent. Learning about different types of touch, personal boundaries, and how to ask for help when needed. We will use stories, sorting activities, role-play, and sensory experiences to support learning and encourage students to</p>



<p>journey maps, and creating posters about tractors. We will learn to express kindness, appreciation, and empathy in their writing and interactions, particularly through activities linked to Mother's Day and Easter celebrations.</p>		<p>express their thoughts and feelings in ways that suit them best.</p>
<p><u>Physical Well-being</u></p> <p>Yoga</p> <p>To learn how to relax. To develop self-esteem, self-confidence and resilience.</p>	<p><u>Art</u></p> <p>During this half-term, we will continue to explore sensory Art, materials, and the Art elements within the "Space" theme.</p> <p>We will also celebrate the Mardi Gras and the Holi festival alongside these activities.</p> <p>During the final week, our lovely students will create some Easter crafts.</p>	<p><u>DI</u></p> <p>This term, students will be learning how to make their very own, miniature beach hut. We will be using iterative design processes and working on our freehand sketching, before we dive into learning how to create a strong, sturdy structure which can withstand the elements of the coast.</p>
<p><u>Wider World</u></p> <p>This half term in Wider World, we will be exploring different celebrations, cultures, and important global topics. We will be learning about Holi, Ramadan, and the importance of water and life cycles. Through stories, hands-on activities, and trips, children will develop their understanding of the world around them.</p>	<p><u>Play and Leisure</u></p> <p>To communicate with peer during play. To share resources with peer more readily during play activities. To turn take without support in a larger group.</p>	<p><u>Independence</u></p> <p>To prepare oneself for a cooking activity. To be as secure as they can be within the set routines of cooking. To weigh measure and estimate. To walk independently in and outside of school. To cross a minor road with support To understand that money is a means of exchange. To recognise different coins.</p>
<p><u>Horticulture</u></p> <p>This half term:</p>	<p><u>PE</u></p>	<p><u>Animal Care</u></p> <p>This half term:</p>



<p>At Animal Care and Horticulture, we will start to introduce seasonal changes for Winter to Spring by observing the school environment around us. Observational changes in plants, trees, wildlife and our animals. We will continue with the sensory garden, out the front of the school, along with planting and growing. We are putting out another brief Nature trail in the wild patch area on the other side of the electric gates to the sensory garden. Themes for outdoor education will include new life.</p>	<p>Kerr class will be working on basketball and team building this term. They will be learning the rules of basketball. They will be developing their use of different passes, dribbling skills and shooting skills also. In their team building sessions they will begin to look at different ways of effectively working together to achieve a common goal. They will apply these skills in different game/task situations</p>	<p>At Animal Care and Horticulture, we will start to introduce seasonal changes for Winter to Spring by observing the school environment around us. Observational changes in plants, trees, wildlife and our animals. Animal visitors will include a couple of the sheep, the tortoise and Dudley the dog. Themes for outdoor education will include new life.</p>
<p><u>Home Learning ideas.</u></p> <ul style="list-style-type: none">• Transport Spotting - When out and about, encourage your child to spot different types of transport (trains, buses, tractors, bikes, airplanes, etc.). Talk about their features – What colour is it? How does it move? Is it fast or slow? You could even take pictures or draw what you see!• Build a Vehicle -Use recycled materials (cardboard boxes, bottles, paper tubes) to create a train, tractor, or plane. Label the different parts (wheels, engine, seat, wings). Encourage your child to describe their vehicle – Where will it go? Who will drive it?• Journey Mapping - Draw or use small toys to make a map of a journey. Where will your train, car, or plane go? What will it pass along the way? Use words like first, next, then, last to describe the route.• Rhyme Time & Song Fun - Sing songs like The Wheels on the Bus or Down by the Station. Make up a short rhyming poem about a machine (e.g., The tractor is		<p><u>Music</u></p> <p>Focus on playing together with peers, developing the rhythm skills and fostering the sense of well-being. Students will:</p> <ul style="list-style-type: none">· Play the different percussion instruments· Use the body percussion· Explore different states of tempo, rhythm and dynamics· Follow music instruction and improvise with peers· Share fun and music preferences with others· Play with hand bells and boomwhackers· Play the variety of drum games



big, the tractor is strong, it ploughs the fields all day long!).

- Sorting & Comparing Vehicles - Look at different types of transport and compare them: Which ones move on land? Which ones fly? Which ones work on farms? Sort pictures or toy vehicles into categories: Fast vs. Slow, Land vs. Water, Old vs. New.
- Sensory Play with Movement - Pretend to be different vehicles! Move like a car (fast, stop at traffic lights), train (slow, chugging sound), or plane (arms out, flying high). Make vehicle sounds while moving – Beep! Choo-choo! Vroom!
- Farm & Transport Adventures - If possible, visit a farm, train station, or airport to see machines in action. Talk about what the machines do and how they help people in their jobs.