

# Donaldson Class – Spring 1

Around the world



<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Reading a variety of stories and listening to related songs with a focus on the topic "around the world".</li> <li>• Focusing on stories - "Magic Train Ride", "We all go travelling by" and "we're going on a bear hunt".</li> <li>• Following instructions – verbal, written and/or symbols.</li> <li>• Building and writing simple sentences.</li> <li>• Matching picture to picture.</li> <li>• Matching symbol and/or word to picture.</li> <li>• Colourful semantics.</li> <li>• Letter formation.</li> <li>• Explore single sounds and digraphs.</li> <li>• Building and writing words.</li> <li>• "I see" communications including an adjective to describe an object.</li> </ul>	<p><b><u>Mathematics</u></b></p> <p><i>Counting and number sense:</i></p> <ul style="list-style-type: none"> <li>• Recognition and understanding of numbers up to 20.</li> <li>• Being able to identify the next number of numbers up to 10.</li> </ul> <p><i>Sets and measurements:</i></p> <ul style="list-style-type: none"> <li>• Sorting objects by colour</li> <li>• Sorting objects by purpose</li> <li>• A focus on comparing size – 'big', 'medium', small.</li> <li>• Sorting objects by size.</li> </ul> <p><i>Shape:</i></p> <ul style="list-style-type: none"> <li>• Refresher of identifying common 2D shapes.</li> <li>• Introduction to less common 2D shapes and their properties.</li> </ul>	<p><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• Focusing on the topic of "Being me in my world".</li> <li>• Working on feelings and discovering strategies to regulate our emotions.</li> <li>• Exploring ways to have kind and gentle hands and why this is important.</li> <li>• A focus on being at school - enjoying working with others to make our school a good place to be.</li> <li>• Turn-taking games and positive socialising with peers and staff.</li> <li>• Looking at the idea of "responsibility" – for example: tidying up after ourselves and looking after things.</li> </ul>
<p><b><u>Wider World</u></b></p> <ul style="list-style-type: none"> <li>• A focus on the subject of 'Life cycles'.</li> <li>• Discussion and learning about what animals need to survive.</li> <li>• Discussion and learning about what plants need to survive.</li> <li>• Considering how plants change throughout their life cycle.</li> </ul>	<p><b><u>Art/DT</u></b></p> <ul style="list-style-type: none"> <li>• Focus on "creating with materials".</li> <li>• Exploring a range of materials, tools and techniques through practical, engaging activities inspired by familiar stories and themes.</li> <li>• Sessions will encourage children to make choices, try new ideas and experiment with different ways of working.</li> <li>• The emphasis will be on creativity, confidence and enjoyment, supporting positive</li> </ul>	<p><b><u>Outdoor School/Animal Farm/Horticulture</u></b></p> <ul style="list-style-type: none"> <li>• Looking closely at what is happening to the plants around and the mechanisms they use to survive the dark, cold and wet weather.</li> <li>• Continuing with our theme of how plants reproduce or can be reproduced by us, we shall be looking at the wonders of heterozygosity and in particular the intriguing case of apple seeds! We shall continue to sow seeds and propagate existing plants from</li> </ul>

	<p>engagement with learning.</p> <ul style="list-style-type: none"> <li>• In D.T., students will be practicing and progressively increasing their ability to use their fine-motor skills, by learning how to make mini-models for the Spring season and their termly theme of 'Around the world'. Students will be focusing on communicating to create images of their favourite things, choosing their own route into learn-through-play and using different types of cardboard and paper to make models.</li> </ul>	<p>hardwood cuttings and explain how cloning works. Once we have understood how heterozygosity works, we will look at how we can overcome this diversity within certain plants by cloning and grafting new trees.</p> <ul style="list-style-type: none"> <li>• Helping to plant the next wave of plants in the sensory garden.</li> <li>• Exploring the bare woods, noticing the life we find during the darkest part of the year. We will swing, climb, walk and build using ropes, branches and tree stumps. We will make art, using sticks, twine, chalk and clay, making rubbings and imprints.</li> </ul>
<p><b><u>Physical Well-Being</u></b></p> <ul style="list-style-type: none"> <li>• Working on fundamental ball skills - learning to throw and catch a variety of different equipment such as balls and beanbags.</li> <li>• Developing the ability to interact with an adult and peer during simple throwing and catching activities.</li> <li>• Activities that promote fine motor skills – threading, cutting, mark making.</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Continue to further explore instruments that have been introduced in Autumn term.</li> <li>• Begin regular musical interaction classes where we will combine language with dance and music - repeating various simple songs with repeated movements.</li> <li>• Body percussion.</li> <li>• Going to the music room to explore the Musicon, melodicas, the piano mat, guitars, chimes, electronic instruments, and keyboards.</li> </ul>	<p><b><u>My Independence</u></b></p> <ul style="list-style-type: none"> <li>• Practice of independently washing hands with soap after going to the toilet and before eating.</li> <li>• Practice of tidying up and cleaning after ourselves – including putting away own plates, cutlery and litter at lunch time.</li> <li>• Encouraging independence of putting on and taking off shoes and coats – including practising fastenings.</li> </ul>
<p><b><u>Play and Leisure</u></b></p> <ul style="list-style-type: none"> <li>• Focusing on positive social skills with peers – turn taking and helping each other.</li> <li>• Using words or visuals to express choice of activity/toy – using “I want... please” sentence structure.</li> </ul>	<p><b><u>Home Learning Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Take part in turn taking activities and games together – encouraging the practice of waiting and expressing who's turn it is.</li> <li>• Helping with appropriate tasks to support independence- for example helping to tidy, clean and cook/prepare food.</li> <li>• Looking at books together – discussing what is happening and what can be seen in the pictures.</li> <li>• Practise of fine motor skills tasks such as mark making and threading.</li> </ul>	

- Exploring a variety of activities and resources.