

- How long is a stick? How do you measure a curved stick or line?
- Estimation. Estimating large numbers of objects. How can they be estimated?
- Counting in 2s, 5s and 10s
- Reciting, recognising and making teen numbers. Can children order them? Can they make them using base ten apparatus? Can they count teen amount reliably?
- Can these use the language of 2D shapes to describe and explore simple problems?
- Can they make 3D shapes? Using different materials
- Exploring adding by using dominoes dots? How can this be recorded
- Introducing simple mathematical signs
- Positional language relates to house and homes. Simple area and coordinates
- Big focus on mental maths - daily extended mental and oral activities. Looking for opportunities for early morning maths challenges e.g. when children first arrive in the classroom
- Working within ten but how do we apply it to larger numbers e.g. if we know $5 + 2 = 7$, then we also know $15 + 2 = 17$
- Six quickies maths. Continue and build challenge where appropriate. Can children invent their own versions?

M

Literacy material to stimulate topics and discussion.

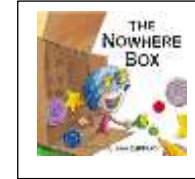
Week 1 : Welcome to 2018 ; Saying 'Thank You'

Week 2 : 'The Nowhere Box' Sam Zuppardi

Week 3: 'Not a Box' by A Portis'

Week 4 'Stickman' by J. Donaldson

Week 5: 'Not a Stick' A.Portis 'The Dot' P Reynolds



Interventions:

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

good gross and fine motor control ,a recognition of pattern ,a language to talk about shapes and movements, the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

Squiggle While you wiggle; To be able to write your brain needs to have control over your fine muscles but also it needs to know where its arms are and then hands and the most important part the body for writing ? The fingers! Co-ordination is the key skill in assisting a child to become a successful writer.

Some ideas for developing fine motor control

Let the children make patterns using pegboards. Provide sewing and weaving activities. Involve the children in chopping and peeling in cooking activities. Provide woodworking tools – pliers, screwdrivers, hammers. Use finger rhymes, counting fingers, playing with words and sounds, etc. Provide small construction toys. Structure sand and water play to include sieving, pouring, picking up toys using tools, etc. Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures. Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on developing the *curly caterpillar*, *long ladder* and *one-armed robot*. Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling. They can make letter shapes and patterns using the modelling media. Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise. Give the children thick paintbrushes and water to paint patterns on walls, fences, etc

Supporting speech and language therapy programmes though individualised planning carried out as far as possible **within the** classroom environment.

Providing areas with activities that support good mathematical development; boxes and materials of different shapes, sizes and weights. Providing measuring equipment across areas so that children make real life experiences of these tools. (Tape measures, rulers, metre sticks, scales, timers both digital and manual. Use natural materials to encourage an enjoyable sensory approach to sorting and counting. Use open-ended block play to stimulate natural learning about size, shape, space and area.

'Six quickies' programme; How to encourage a firm and embedded grasp of mathematical number skills in children through open-ended board games that can be adapted to differentiate individual needs.

- To be able to identify feelings and recognise the feelings of others.
- To recognise that our behaviour affects others.
- To be able to identify concerns and worries. To know who to talk to and that problems can be solved.
- To understand that small incidents can grow into big problems if they are not dealt with properly.
- To know that we are all different and all special. Learn to value other people.
- To recognise special occasions and family celebrations.
(see PSHE Over view for more detail)

Use story time to evoke these discussions.

Embed core values throughout the day and celebrate children's achievements in the celebration assembly on Friday afternoon. Faith and Diversity Day / Appreciating other cultures and families routines and traditions e.g New Year celebrations/ birthdays and Chinese New Year.

PSE

- Making lines with sticks and paint
- Tracing shapes and lines
- 'Squiggle While you Wiggle' gross motor routines
- Unit 2 : Ball skills
- Gymnastics; balance, adjusting weight, coordination, use of apparatus.
- Walking back and forth to the Church. What skills do you need when crossing the road?
- Negotiating spaces with tyres, manoeuvring around obstacles in straight lines, curvy lines and spirals?
- Challenge outdoors applying throwing skills from last term to roll balls at skittle, onto targets and to each other
- After-school club – Cookery club / using tools and being safe and healthy.
- Continue interventions for boys and fine motor control such as squiggle while you wiggle and handling tools as well as pencils and pens.
- Finger exercise before daily handwriting.

PD

Reinforce phase 1 phonics;

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Playing games such as Simon says and guessing the hidden sound to promote listening skills. Rhymes sang as part of everyday routines and rhyming stories read and consolidated repeatedly. Language and vocabulary developed through daily story time.

Use of consistent good quality stories to promote story style and technique. Owl babies, Gruffalo, Handa's Surprise, Mr Gumpy's Outing, and Rosie's Walk, Six Dinner Sid, Mrs Armitage on Wheels, Whatever Next, On the Way Home, Farmer Duck and Goodnight Moon. (P. Corbett)

C&L

January 8th 2018 – February 9th 2018

- Access to mobile library: Children use their books to evaluate stories and display in the classroom
- Children are able to discuss their likes and dislikes and share reading books with each other. They begin to show interest in the text and read simple sentences unsupported. Class displays focus on favourite books and teaching staff read the books the children have chosen over the term
- Writing plays for the theatre and puppet theatre continues. These are centred on familiar stories and rhymes.
- Role play writing themes, menus and recipes. Chinese restaurant. Mark making over Chinese writing using tracing paper.
- Handwriting sessions as whole or small group. Focus on finalising the letter formation of lower case letters
- Introduction of capital letters through display, singing the alphabet song with capitals highlighted, modelling simple sentences and how to start with capital letters. Leave chime bars in the environment
- Opportunities to write for a variety of purposes, fiction, non-fiction and poetry
- Encourage a more secure approach to writing their name on their work
- Review high frequency words for Phase 2 and teach Phase 3 decodable and high frequency and tricky words.

W

- 1 Godly Play session
- Making a bird feeder
- Can you make a stick raft? Does it float or sink? Challenges can you now carry a stone with your raft? How does it need to be modified?
- Making sounds with sticks and beaters. Chime bars wood blocks
- Faith and Diversity day – exploring Chinese new year
- Seasonal changes
- Simple programmes, using calculators in a range of different situations. Use of digital stop watches to measure time
- Homes around the world and houses in the past.

Observation station activities:

Watching bulbs and how they develop, sensory experience of everyday herbs, Can we grow a stick in water? What happens when we drop a dot of felt pen on cartridge paper?

UTW

- Making sounds with sticks, boxes and bricks
- Building with sticks boxes and bricks
- Making a dolls house with boxes
- Joining and fixing sticks to make mobiles/ introduce wire as a way of twisting and joining two sticks
- Mixing colours using the story 'The Dot' as a stimulus
- Mixing media such as clay and sticks/paint and sticks
- Lowry as an artist
- Patterns in art and design. Wallpaper - William Morris
- Dance: Icicles and water (Val Sabin) Dance workshop/ Chinese new year with Laura Prince
- Looking at musical notation in the theatre. Use of instruments to accompany acting
- After-school club – Lego Club
- Charanga music scheme: Spring 1 "Everyone"

EAD