19th February - 29th March

Hidden Heroes

Week 1: Arts Week

Week 2: introduction and Hidden hero guest speakers and visitors

Week 3: Hidden Heroes guest speakers and visitors

Week 4: SCIENCE WEEK: Rosie Reviver Engineer

Week 5: Hidden Hero Guest Speakers /Iggy Peck Architect

Week 6 : Easter Celebrations

Communication and Language

Continue the rhyme and rhythm through nursery rhymes and Charanga music lessons.

Encourage the children to look at the person who is speaking in whole class lessons.

Challenge the children to ask questions. What where why who when visitors are here this term.

Developing language through role play.

Developing imaginative language to describe their super heroes.

Physical Development

Apparatus this term. Moving on under and balancing on high equipment. Can they mount and dismount safely.

Thinking about how you can keep yourself safe. What would a super hero ask you to do? (Think about places, people and medicines)

Safe use of tools such a screw drivers, hack saws, bradawl, vegetable peelers, juicers, googles and gloves. Encourage use of gloves to play with large scale construction equipment.

Super Hero Foods! What makes us strong?

Personal Social and Emotional Development

Think about the difference between good and bad.

Promote and develop core values in our own EYS assembly. What makes me a hidden hero?

How can we help each other / circle time

Literacy

Phonics focus on security with phase 3 phonics both blending and segmenting.

Non-fiction writing. Reports, lists, designs.

Comic strips / developing stores and spoken parts in stress.

Spelling a range of HFW.

Using and spelling set 2 sounds / digraphs. Ay ee igh ow oo oo ou ir oy air ar

Development of writing across all areas of learning.

Super Hero office

Wiggle while you squiggle

Mathematics

Explore the value of teen numbers.

Number bonds and number patterns within the teens.

Practical maths games both in and outdoors to support number patterns, more and less and problem solving.

Six quickies games 3-5

Explore subtraction and doubling using equipment.

Sort name and build 3D shapes.

Compare weights and measures using non-standard and standard units where appropriate across a range of practical activities and curiosum areas.

Prime Areas of Learning:

19th February - 29th March

Hidden Heroes

Week 1: Arts Week

Week 2: introduction and Hidden hero guest speakers and visitors

Week 3: Hidden Heroes guest speakers and visitors

Week 4: SCIENCE WEEK: Rosie Reviver Engineer

Week 5: Hidden Hero Guest Speaker /Iggy Peck Architect

Week 6 : Easter Celebrations

Understanding The World

Who are the people in our local community that are there to help keep us safe?

What are our senses?

How do things work? Develop dismantling area using fruit vegetables, machines.

Where is technology there to help support the people in our community?

ST Marys Church

Getting ready for Easter Celebration. New life .

Expressive Arts and Design

Making Super Hero hides outside with large construction tools such as tyres, tarpaulin, crates, logs, sticks, canes, sheets and fixings.

Super Hero Costume and mask making built on research and design.

Dis mantling this term using fruit, vegetables, and electronic equipment.

Children create their own super hero small worlds using mini figures and open ended building resources.

Role play restaurant to practise segmenting for writing and addition of money, finding ways of making prices.

Role play super hero Rescue centre in writing area to challenge boys and writing.

Children accessing a range of materials now independently form the shelf so they can respond to stimulus or their own ideas in which ever wat they wish. Materials include paint, clay, chalk, pastels, collage materials, glue, scissors and fixings such as masking tape.

Specific Areas of Learning:

Interventions continue on from last term:

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 ativits 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.