

**Additional**

Swimming occurs on a rota basis Please send in kit (costume, towel & swim continence product) to be kept in school as additional opportunities to access the pool may occur.

Access outdoor education in Forest School, Tyre Park & Light Room. Weekly karate sessions and during this term we will have Rebound. We will also have a musician in class with us once a week this term supporting our music skills to develop.

**Thematic Learning– Why do we live on planet Earth?**

**My World & My Community:** To recognise similarities & difference between animals and identifying basic living environments i.e. farm/sea. Explore objects & instruments that make a range or sounds along with choosing preference. Use computing equipment to listen & respond to a range of orchestral music and identify how it makes us feel.

**Understanding My World & My Community:** Classify animals by groups i.e. mammals/amphibians and develop knowledge of life cycles of some animals. Use a range of instruments to create own sounds whilst following verbal & visual clue to change the volume and rhythm of the music. Use computing equipment to create synthetic sounds to record and listen back to composed piece of own music along with giving explanations of how different pieces of music make us feel.

**Religious Education & Celebration Days: (SMSCD/ RSE)**

Attend weekly assemblies (class or whole school in hall) and take part in themed celebration days.

Share feelings towards a religious story and give consistent responses to repeated activities during RE lessons. Grow in independence when engaging with activities to identify familiar objects or people (in person or picture of)

Learn about how we can do our duty; how does sharing make us and others feel? What could we sacrifice in our lives to help another person with? Learn about the sacrifices that Jesus made in the wilderness and why Christians celebrate Lent.

**My Creativity:** Further develop fine motor skills to support hand muscle strength using a range of materials i.e. interlocking bricks, use of DT & Art hand tools, textured paper to rip/cut/tear. Build on confidence when handling a range of food, exploring the texture, smell and perhaps taste.

**Creative Development:**. Use drawing & painting to create own interpretation of animal/items. Use materials to create own structure i.e. smaller interlocking blocks, magnetic building materials, junk model whilst making comparisons in appearance, size & weight. Follow basic food hygiene rules prior to making and handling food.

**Learning through My Play:** To build on hand/eye co-ordination within the space available and complete actions such as hand to opposite knee, walk backwards with good control, roll a ball towards an adult and move a ribbon in circular motions. Use increasing control to balance on a wide bench & climb on a piece of gym equipment with decreased support

**Physical Development & Healthy Lifestyles:** Develop balancing abilities whilst moving forwards/backwards and with fluidity along different surfaces i.e. narrow bench. Increase hip & knee movement to support walking with 90° at joint and place foot onto floor with a heel to toe landing.

**Myself & My Body:** Explore special events as they occur day to day i.e. classmates birthdays,. Self help skills such as put on/taking off coat & shoes, hanging coat up, helping to get changed for swimming and dry ourselves. Build on finger isolation skills

**Personal, Social & Emotional Development:** Develop understanding of the need to recycle by recognising what is rubbish, classify different types i.e. paper, glass. Dispose of own rubbish using knowledge of categories. Build on making choices linked to own actions & behaviour and how that impacts our immediate environment. Upcycle different materials within DT lessons.

**Thinking & Problem Solving:** Handle& sort items of a different mass/weight. Collect a range of man made/natural items to add and remove items from balancing scales to observe the effect. Listen to and take part in counting songs using objects of reference to support and may join in vocalising key words/rhythm of song. Find pairs of items to match i.e. different coloured socks, pen & lid

**Thinking, Problem Solving & Finance:** Compare, describe and solve problems involving mass/weight i.e. heavier or lighter. Sort range of weights using correct mathematical vocabulary. Count in equal groups of 2,5 & 10, up to 50 and record in addition number sentence. Double numbers up to 20 using objects of reference for support. Begin to explore the division concept of sharing a whole number into equal groups. Continue to develop place value concept – 2 tens/4 ones =24, ordinal numbers and place values.

**Communication & Language:** Continue to build on our communication skills using personalised core boards, intensive interaction & eye gaze. Focus on listening to and following simple request & instructions that may not be of our choosing. Continue to develop listening and attentions skills through bucket sessions and attend to sensory stories based on Talk for Writing books ‘Here We Are’ & ‘Man on the Moon; A Day in the Life of Bob’ along with building fine motor skills to develop pre-writing skills.

**English– Language & Communication:** Continue to develop our written and spoken sentence structure following a Colourful Semantic approach (who/what/what/where/when) and progress through the RWInc. phonics programme of work. Begin to use basic punctuation such as full stop, proper noun capital letters and question marks. Answer who/what/where/when/why questions based on this terms Talk for Writing books ‘Here We Are’ & ‘ Man on the Moon; A Day in the Life of Bob’.

Class: Seals Term: Spring Term 2025 Explorers & Adventurers