

Expressive Arts & Design (EAD)

Art – Mono painting

We will be exploring doing mono painting using rollers
We will make prints using natural objects.
We will print with our hands and our feet
We will print with hard and soft materials – corks, pens, barrels, sponge.
We will make impressions in the sand, mud, playdough and clay
Key Vocabulary: *Print, soft, hard, impression, rolling, under, over, up, down, pattern, back, front, texture.*

Music - Charanga

We will be
Finding the pulse
Rhythm games (copycat)
Explore low and high pitch
Create own sounds

Understanding the World

History

We will be looking at the moon, and discussing what it looks like.
We will be looking at astronauts Neil Armstrong and Tim Peak (inspirational people) and their adventures in space.
Key vocabulary: *Earth, moon, rocket, space,*

Science

We will be learning about people who help us.
We will identify which people can help us.
We will learn why it's important to take care of our teeth.
We will learn about different occupations of the people who help us.
We will learn how to use our observational skills to solve problems.
Key Vocabulary: *people, dentist, firefighter, police officer, teacher, teeth, health, safe, safety, 999, emergency, emergency services, hygiene, rot, infection, help, support.*

Computing

In computing we will be learning how we use and operate simple technological devices in everyday life.
We will do this by playing with technological toys e.g iron, telephone, remote control, walkie talkies, tomie box, microphone, recorders and torches.
Key Vocabulary: *on/off, record, pause, play, forwards, backwards, button, switch, press, controller, twist, push*

We will also be exploring light and dark using a space tent.

Is The Moon Made of Cheese? Spring Term 1

Literacy & Communication & Language

We will be learning to:
Listen to others in small groups
Follow instructions
Begin to understand why and how questions
Recognise names without a picture prompt
Begin to form the initial letter in their name correctly
Foundational phonics- consolidate aspects 1-3 – focus on aspects 4-6 and introduce aspect 7.
Hear initial phoneme in name and begin to hear other phonemes in name and related to daily routines.
Literacy books this term are 'I can Fly' and 'Bear snores on'

Physical Development (PD)

Begin to draw lines and circles using smaller movements,
Use one-handed tools and equipment e.g. develop cutting skills making snips in paper
Begin to hold pencil between thumb and two fingers
Daily dough disco

In PE we will be:
Travelling in different ways,
Showing increasing control over an object by pushing it,
learning to perform gymnastic rolls,
Learning to overarm throw
To climb Nursery, play equipment

Personal, Social & Emotional Development (PSED)

In our PSED, we will be talking about:

Healthy Eating
Healthy Minds
Moving our Body
Expressing our feelings and wishes
Understanding the feelings of others
Seeing themselves as valuable individuals and becoming more independent
Stranger danger
Keeping safe online
Key vocabulary: *Fair, agree, turns, together, share. calm, patient, turn, sharing, sad, happy, angry, independence*

Mathematics

Number

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers up to 5.
Subitising 3 - Dice Patterns - Children will learn to recognise 3 dots, like they see on a dice, without having to count them individually ('subitising')
Children will continue to recognise 3 objects without counting them, this time in different arrangements.
Children will learn to recognise when there are 3 dots, even if they are different sizes.
Children focus on counting 3 objects
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals.
Show 'finger numbers' up to 5
Children are introduced to what the numeral 3 looks like and learn what it represents. Composition of 3 Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what the number 3 is composed of.
As above with numerals 4 and 5
Key Vocabulary: *number, five/ten frame 1,2,3,dots, Pattern, how many altogether, total, count, number 3, 4, 5*
Shape, Space and Measure
Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'
Responds to both informal language and common shape names
Recognise shapes by their properties.