

ROBINS SHORT TERM 4 2017

Term	Spring 2
Dates	20/2/17 – 31/3/17
Weeks	6
Predicted interests	Space Aliens Light and Dark Journeys The Naughty Bus People who help us Mothering Sunday Easter
Learning Challenge	What planet are we on? Twinkle, twinkle little star, how I wonder what you are? Where does the day go at night? How does that torch work? How can we make a shadow puppet show? How do I get about? Why are the wheels on the bus round?
Reflection	Building and Role play Naughty Bus (PSED/L/EAD) Building a space rocket for baby bear (EA&D/PD/UTW/C&L)
Outside Learning	Can't you sleep little bear Read by candle light. Naughty Bus escapes around school – clues and messages daily.
Supporting Texts	Whatever Next The way back home How to catch a star Night monkey, day monkey Laura's Star Aliens Love Underpants Can't you sleep little bear? Little moon On the Moon (NF) Space Poems The Naughty bus The Jolly Postman

<p>Communication and Language</p>	<ul style="list-style-type: none"> • Early Learning Goals • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Early Learning Goals • Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. • Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<p>Physical Development</p>	<ul style="list-style-type: none"> • Early Learning Goals • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. • Continuous outdoor provision Yoga, Go Noodle, Playdough Disco

<p>Literacy</p>	<p><u>Reading non-negotiables</u></p> <ul style="list-style-type: none"> • Read some common irregular words. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with others about what they have read. • Make basic predictions. • Identify start & end of a sentence. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<p><u>Writing non-negotiables</u></p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences. • Correct pencil grip. • Correct letter formation for familiar words. • Use cursive handwriting. 									
<p>Mathematics</p>	<p><u>Maths non-negotiables</u></p> <ul style="list-style-type: none"> • Count reliably to 20. • Order numbers 1 – 20. • Say 1 more/1 less to 20. • Add & subtract two single digit numbers. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <table border="1" data-bbox="342 852 1942 1096"> <tr> <td data-bbox="342 852 619 1096"> <p><u>Autumn 1</u> Counting, number & place value. Pattern making & 2D shapes</p> </td> <td data-bbox="619 852 892 1096"> <p><u>Autumn 2</u> Counting, number & place value. One more/less. Position (CNY)</p> </td> <td data-bbox="892 852 1165 1096"> <p><u>Spring 1</u> Counting, number & place value. Addition & subtraction. Measuring language Capacity.</p> </td> <td data-bbox="1165 852 1438 1096"> <p><u>Spring 2</u> Counting, number & place value. Multiples of 2,5,10. Addition & subtraction. Weighing language 3D shapes.</p> </td> <td data-bbox="1438 852 1711 1096"> <p><u>Summer 1</u> Counting, number & place value. Estimation. Money Time Data Sharing</p> </td> <td data-bbox="1711 852 1942 1096"> <p><u>Summer 2</u> Counting, number & place value. Doubling/halving. Measuring & recording. Position/distance (sports day) Direction Patterns & Symmetry</p> </td> </tr> </table>					<p><u>Autumn 1</u> Counting, number & place value. Pattern making & 2D shapes</p>	<p><u>Autumn 2</u> Counting, number & place value. One more/less. Position (CNY)</p>	<p><u>Spring 1</u> Counting, number & place value. Addition & subtraction. Measuring language Capacity.</p>	<p><u>Spring 2</u> Counting, number & place value. Multiples of 2,5,10. Addition & subtraction. Weighing language 3D shapes.</p>	<p><u>Summer 1</u> Counting, number & place value. Estimation. Money Time Data Sharing</p>	<p><u>Summer 2</u> Counting, number & place value. Doubling/halving. Measuring & recording. Position/distance (sports day) Direction Patterns & Symmetry</p>
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<p>Expressive Arts and Design</p>	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 										
<p>Understanding the World</p>	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 										

<p>Computing</p>	<p><u>Using Technology (ongoing throughout the year – R focus)</u></p> <ul style="list-style-type: none"> - To understand the main external elements of a computer, including a keyboard. - To develop skill in using different tools to control technology. - To understand the purpose of a range of different technology. - To be able to choose when to take photographs and/or video. 	<p><u>Modelling and Simulations</u></p> <ul style="list-style-type: none"> - To understand computer representation allows the user to make choices and that different decisions produce different outcomes. <i>(Using drag & drop software to create a representation the nativity scene)</i> 	<p><u>Programming and Control</u></p> <ul style="list-style-type: none"> - To understand that they can programme a simple sequence of commands into a programmable robot or toy to send it on a route. <i>(directing the Billy Goat Gruff over the bridge – Beebot work)</i> <p><u>Using the internet</u></p> <ul style="list-style-type: none"> - To understand that information comes from different sources e.g. books, web sites, TV etc <i>(Dinosaur train website for research)</i> 	<p><u>Communicating and collaborating online</u></p> <ul style="list-style-type: none"> - To start to understand that messages can be sent electronically over distances. <i>(Contributing ideas to class email to & from the Naughty Bus)</i> 	<p><u>Creating and Publishing</u></p> <ul style="list-style-type: none"> - To use technology to combine text with photographs, graphics and drawings. <i>(Dear Zoo books on 2Create a Story, drawings and photos from trip)</i> <p><u>Using Data</u></p> <ul style="list-style-type: none"> - To use ICT to begin to organise items. - To begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen. <i>(Favourite zoo animal chart)</i> 	<p><u>Digital Media</u></p> <ul style="list-style-type: none"> - To know they can explore sound and music using technology and that they can create sound using computer programs. - To know they can record sound using ICT that can be stored and played back - To take photographs for a range of different purposes. <i>(Finding sounds to represent the different minibeasts)</i>
<p>Science (Inspiring science doc)</p>	<p>ENVIRONMENT FS</p> <ul style="list-style-type: none"> □ Living things and their environment need to be cared for <p>HEALTH FS</p> <ul style="list-style-type: none"> □ We need food, water and exercise to help to keep us healthy □ Medicines can be useful when we are ill (all year through PE lessons and the class café table) <p>SOUND FS</p> <ul style="list-style-type: none"> □ We can describe different sounds □ Sounds can be loud or quiet / liked or disliked 	<p>MATERIAL CHANGES FS</p> <ul style="list-style-type: none"> □ Squashing, stretching, bending and twisting can change the shape of objects made from some materials □ Changes can occur when different materials are mixed (during Spooky week – mixing potions) 	<p>FORCES FS</p> <ul style="list-style-type: none"> □ Things move in different ways □ Pushing and pulling can make objects change shape (NB: a twist is a push and a pull) □ Pushes and pulls can make objects move or stop 	<p>ELECTRICITY FS</p> <ul style="list-style-type: none"> □ Many everyday things work by using electricity □ Electricity can be dangerous <p>LIGHT AND ASTRONOMY FS</p> <ul style="list-style-type: none"> □ We see with our eyes □ Light comes from a variety of light sources and these show up better in the dark <p>ANIMALS FS</p> <p>Part 1 - Humans</p> <ul style="list-style-type: none"> o Animals look different at different ages o Humans are animals o Parts of the human body have names 	<p>ENVIRONMENT FS</p> <ul style="list-style-type: none"> □ There are different kinds of plants and animals (be able to identify and name common ones) □ Different kinds of plants and animals live in different kinds of places 	<p>PLANTS FS</p> <ul style="list-style-type: none"> □ Make comparisons of different kinds of plants □ Many plants have roots, a stem, leaves and flowers □ Plants are living and eventually die
<p>RE (Festivals)</p>	<p>Pancake Day, Mother's Day, Easter, Lent, Last Supper and Garden of Gethsemane.</p>					

Maths

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Expressive Arts and Design

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Literacy

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Development Matters 40-60 months

Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Personal, Social & Emotional Development

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Understanding the World

- Enjoys joining in with family customs and routines.
- Looks closely at similarities, differences, patterns and change.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Physical Development

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.