

Essentials for Learning and Life

Using communication

We will be working on remembering what we have heard and asking questions to clarify meaning.

We will be reading stories with familiar settings such as 'The Ginger Bread Man' and 'Oliver's garden'. We shall be making lists, captions and labels to go with our plant growing and bread making and we shall be writing our own instructions based on recipes that we have made.

Using mathematics

- Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'
- Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting
- Count on or back in ones, twos, fives and tens
- Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments

Using ICT

- Searching- enter and store information as photos, videos and graphs
- talk about the results on a graph
- look at websites with support and discuss
- Developing ideas and making things happen-
- use images and sound to develop ideas
- Select and add information to photos
- move images on screen
- use a keyboard to write ideas

Attitudes

Good to be me
Children will have opportunities to consider what makes them proud and encourages them to recognise their strengths.
There is a focus on anxiety and worrying.
Children will be encouraged to share some of their worries and think of strategies to deal with these appropriately, through talking with another person or relaxing.

Children will be taught:
1c) to recognise, name and deal with their feelings in a positive way;
1d) to think about themselves, learn from their experiences and recognise what they are good at;
1e) to know how to set a simple goal;
4a) to recognise how their behaviour affects other people

Children will begin to explore effective learning and how they can influence their success. Children will be introduced to a problem solving process which involves thinking through problems that affect people and choosing the best solution.
They will focus on how they might work out what they want to happen when there is a problem (set a goal).

Children will consider how they might set an aspirational goal and how they might start to work towards this goal.
1e) how to set a simple goal;
1h) to contribute to the life of the class and the school;
4b) to listen to other people and work and play cooperatively;
4c) to identify and respect the differences and similarities between people;
4g) to consider social and moral dilemmas that they come across in everyday life.

Areas of Learning

Human, social and environmental understanding

- ask what a place is like
- tell others what they like /dislike about a place
- Use words and pictures to describe a place
- mark on a map where they live
- use books and ICT to find out about places
- I can say how a place is like another place
- mark on the map of the world , the British Isles and other countries studied.
- say where somewhere is using words such as near, far away, near a town, within a city
- keep a class weather chart

Scientific and technological understanding

- Sound and Hearing
 - learn about the senses that enable humans and other animals to be aware of the world around them.
 - Explore using the sense of hearing, make and record observations and measurements
 - Compare what happened with what they expected would happen and try to explain it
- Growing plants-
 - recognise that plants need light and water to grow, recognise and name the leaf, stem and root of a flowering plant.
 - Know that seeds grow into flowering plants
 - Recognise when a test or comparison is unfair

Understanding the arts and design

- Record from first hand evidence, experience and imagination.
- Try out tools and techniques
- Explore materials and processes
- Look at differences and similarities in the work of artists and designers from different times and cultures
- Choose and use appropriate tools for making food
- Taste and evaluate different types of food.

Understanding physical health and well-being

- Make simple choices that improve or maintain health
- Understand rules for and ways of keeping safe
- Gym - Show co-ordination when travelling or balancing
- Copy sequences and repeat them
- Roll and travel in different ways
- Stretch and curl the body
- Dance- put moves together to make a short dance. Choose the best movements to show different ideas. Move carefully and use space safely