

<p>Theme: Push and Pull (transport)</p> <p>Naughty Bus – POR</p> <p>Looking at transport from history to now. Looking at significant people linked to transport. Making and creating our own transport.</p> <p>Assessment: Ongoing assessments, phonics assessments.</p> <p>SEN: appropriate support for J-J. Language link & Boxall groups.</p> <p>Parents: Parents Evening 17th and 19th March. Easter liturgy 3rd April</p>	<p>Personal, Social and Emotional Development.</p> <ul style="list-style-type: none"> • Helping children to develop friendships and relationships with the adults. • Circle time games/ small group activities – developing relationships. • Focusing on independence; self-care skills. • Emotion station & Calm area. • Encouraging children to talk to each other to resolve differences. • Talking about themselves. 	<p>Communication and Language.</p> <ul style="list-style-type: none"> • Supporting continued development of children’s listening skills. • Providing opportunities for children to talk to adults/children on one to one basis and in groups. • Providing children with rich vocabulary. 400 new words (Chris Quigley vocab). • Encouraging and supporting children to talk to each other to resolve differences. • Daily story/singing sessions to aid attention. • Daily phase 3 phonics sessions. • Providing opportunities for children inside and outside for them to communicate. 	<p>Physical</p> <ul style="list-style-type: none"> • Opportunities for gross motor skills every day. E.g climbing frame, balancing, throwing. • Opportunities for fine motor skills every day. E.g funky fingers activities, developing hand muscles. • Using and manipulating tools in the environment. E.g sand toys, water toys, scissors, rolling pins. • Helping children to learn hand-eye coordination. E.g throwing/kicking balls to each other. • Weekly funky fingers afternoon (Monday) children to have access to a range of activities that support their FM skills. • Weekly P.E sessions in the hall/outside with GG. • Use of the willow garden & new equipment.
<p>Maths.</p> <ul style="list-style-type: none"> • Following White Rose • Beginning to develop a repertoire of number songs and rhymes. • Mathematical environment both inside and out. • Encouraging children to use the key vocabulary. 	<p>Literacy.</p> <ul style="list-style-type: none"> • POR – Naughty Bus • First person voice in story • Sequencing sentences in retelling • Conjunctions • Dialogue • Comparative language • Visualising 	<p>Understanding the World.</p> <ul style="list-style-type: none"> • Areas around the school; playground, vegetable garden, outdoor classroom. • Talking about where we live (links to community driver). • Technology – Bee bots; programming. Children access iPad to take photo. 	<p>Expressive Arts and Design.</p> <ul style="list-style-type: none"> • Encourage small world play. • Help children to use the creative area and malleable area. • Using technology to take photos (class iPad). • Using the CD player to listen to songs. • Learning familiar songs and rhymes.

<ul style="list-style-type: none">• Addition and subtraction up to 20.• Providing measuring activities (water tray, height measure, tape measure etc).• Focus on number formation – fine motor skills (messy play)• Counting in 10s,5s,2s• Doubling and halving.• Money – use of money to use resources around the classroom, to develop an understanding of what it can buy.	<ul style="list-style-type: none">• Exclamations• Short stories• Creating word banks for the children to use.	<ul style="list-style-type: none">• Opportunities to investigate and explore properties of items/textures.• Looking into festivals – Easter.	<ul style="list-style-type: none">• Making own transport
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