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| **TERM: SPRING 1** | | | **TOPIC: Exploring Materials (Who Uses Them and Why?)** | |
| **What are the children learning to do?** | | **Activities** | | **Books** |
| **P**  **S**  **E**  **D** | Covered through Standard Practice. | Collective Worship  Circle Time  Mindfulness  Sing Up Unit – Let’s Jam. | | **Non fiction.**  **Pattern books.**  **Phonic ORT books.** |
| **C**  **&**  **L** | Covered through Standard Practice. | Communication and Language Booster Sessions for all (contd). | |
| **People Who Help Us** |
| **?** |
| **P**  **D** | Covered through Standard Practice. | Large apparatus in the hall, this half term. | |
| **L**  **I**  **T** | Covered through Standard Practice.  Write some or all of their name, contd. | Weekly practise of name writing.  Phonics – Floppy’s phonics scheme. Add additional activities for practise and consolidation.  Exploring non-fiction texts. | |
| **M**  **A**  **T**  **H** | Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern.    Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Provide patterns from different cultures, such as fabrics.  Books – Hippo Has a Hat, Stripes.  Top Marks website games.  New create a pattern blocks and games in the cupboard.  Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes.  Use the Forest area.  Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.  Talk about patterns of events, in cooking or getting dressed. Suggestions: - ‘First’, ‘then’, ‘after’, ‘before’ - “Every day we…” - “Every evening we…”  Talk about the sequence of events in stories. Use vocabulary like ‘morning’, ‘afternoon’, ‘evening’ and ‘night-time’, ‘earlier’, ‘later’, ‘too late’, ‘too soon’, ‘in a minute’.  Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, ‘yesterday’ and ‘tomorrow’. | | **Visits** |
| **Seaside.** |
| **U**  **W** | Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice. | Make collections of natural materials to investigate and talk about.  Suggestions: - contrasting pieces of bark - different types of leaves and seeds - different types of rocks - different shells and pebbles from the beach.  Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.  Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if…?” Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.  Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.  Draw children’s attention to forces. Suggestions: - how the water pushes up when they try to push a plastic boat under it - how they can stretch elastic, snap a twig, but can’t bend a metal rod - magnetic attraction and repulsion  Plan and introduce new vocabulary related to the exploration, and encourage children to use it.  Provide children with opportunities to change materials from one state to another.  Suggestions: - cooking – combining different ingredients, and then cooling or heating (cooking) them - melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite)  Explore how different materials sink and float.  Explore how you can shine light through some materials, but not others.  Investigate shadows.  Plan and introduce new vocabulary related to the exploration, and encourage children to use it.  Weekly focus with enquiry link, e.g. what can float, etc. | |
| **E**  **A**  **D** | Use drawing to represent ideas like movement or loud noises.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.  When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout.  Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music, and encourage children to do this.  Sing Up Unit – Let’s Jam. | |