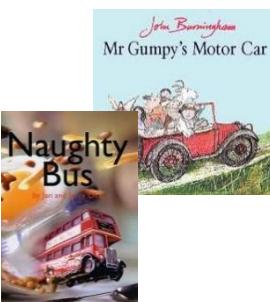


<p><u>Literacy</u></p> <p>Children will continue to take part in daily phonic lessons, consolidating their phase 2 sounds and learning new phase 3 sounds to read simple stories.</p> <p>In literacy sessions children will apply their phonic knowledge to write simple sentences, captions and lists.</p> <p><u>Key Texts</u></p> <p>We're going on a bear hunt Mr Gumpy's Motor Car Mr Gumpy's Outing The Naughty Bus Whatever Next</p>	<p><u>Expressive arts and design</u></p> <p>Children will continue to learn how to use the Art/ DT areas of the classroom and outdoor environment safely.</p> <p>Children will design and create junk model vehicles and will explore the local artist, David Hosking.</p> 	<p><u>Personal, social and emotional development</u></p> <p>SCARF- Keeping Safe</p> <p>The overarching learning intentions across this unit are for children to talk about how to keep their bodies healthy and safe, name ways to stay safe around medicines, know how to stay safe in their home, classroom and outside, know age-appropriate ways to stay safe online and name adults in their lives and those in their community who keep them safe.</p>	<p><u>Maths</u></p> <p>In our maths sessions this term we will be introducing zero, comparing numbers to 5, learning to understand the composition of 4 and 5 before introducing the numbers 6, 7 and 8.</p> <p>Children will also make pairs and learn to combine 2 groups.</p> <p>Children will begin writing number sentences understanding the numerical symbols for addition and equals.</p>
<p><u>Physical Development</u></p> <p>Fine Motor</p> <p>Using the correct Pencil Grip Applying the correct letter formation Continuing to use tools correctly</p> <p>Gross Motor</p> <p>Frequent opportunities for outdoor play and exploration. Independently getting dressed/undressed for PE Independently getting changed for outdoor learning</p> <p>PE</p> <p>In this terms unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	 <p><u>Transport</u></p> <p>Are we nearly there yet?</p>	 <p><u>Communication and Language</u></p> <p>Sharing stories and poems. Learning subject specific vocabulary. Sharing adventures of class bear news with peers and adults in the classroom. Listening carefully and asking questions. Continuing to get to know each other through circle time discussions.</p>	<p><u>Understanding the World</u></p> <p>Children will be drawing story maps to show each area of the story setting linked to our class book.</p> <p>We will be exploring what transport means and how we get to different destinations.</p> <p>Testing materials to discover which material would make the best jumper to keep the bear warm?</p> <p>Children will take part in a bridge investigation – Can we build a bridge strong enough so the Bear can get across the river?</p> <p>With support, children will be using non-fiction books and the internet to investigate bears and the different environments that bears live in.</p> <p>Children will be conducting floating and sinking experiments and will compare journeys they have made on trains, coaches, and cars</p>
			<p>Investigate the moon and space</p>

<p>Wow Moment Enquiry Day: For our launch day, we will be going on a bear hunt in the school grounds.</p>	<p>Fabulous Finish: We will be inviting parents to come into school and take part in a vehicle creating D.T workshop.</p>
<p>Enrichment opportunities Bus ride around the local area. Newquay Fire station school visit. Completing a tally chart to discover how we use transport to get to school.</p>	
<p>Suggested Learning Opportunities at Home:</p> <ul style="list-style-type: none">• Daily reading.• Create your own story map of your favourite story.• Create your own bridge at home using resources at home.• Design and make a vehicle using Lego.• Go on a stick hunt, can you count them, order them and group them by size?• Can you find pairs around your home? Help a grown-up pair up some socks.• Can you make a boat that floats?• Talk to your family and friends and find out which transport they have used to travel. Where have they travelled to?• Find out some rocket facts.	