

Sparrow Farm Infant School - Mid Term Topic Plan - Spring 1 - **Why is life precious?**

Date	W1 05.01.21	W2 11.01.21	W3 18.01.21	W4 25.01.21	W5 01.02.21	W6 8.02.21
Communication and Language (speaking, listening and understanding)	<p>Uses language to imagine and recreate roles and experiences in play situations. Vet's role play, Handa's Surprise, We're going on a bear hunt, Safari role play.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>					
	<p>Talk about what they did during the holidays. Joins in with familiar nursery rhymes and songs. Describe the fruit they have felt/tasted/smelt.</p>	<p>Discuss what they think will happen next. Model role play activities with more intricate vocabulary. Children talk about their favourite animals.</p>	<p>Listens with increased attention for 15 minutes. Use language to recreate the story of Handa's surprise. Why should we look after animals? Why are they precious? Talk about how to be healthy.</p>	<p>Provide 2 step instructions for the children to complete. Link to We're going on a Bear Hunt (obstacle course). Children join in with the repeated refrains in the story.</p>	<p>Children say something they are good at during circle time or small groups. Children continue to join in with the repeated refrains in the story.</p>	<p>Role play using more accurate vocabulary. Listen and respond to others about the Bear in We're going on a Bear Hunt.</p>
Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)	<p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Enjoys responsibility of carrying out small tasks</p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Children play co-operatively, taking turns with others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>					
	<p>How is Handa a good friend? What kind things do you do? How does this make your friends feel?</p>	<p>Role play the story of Handa using props. Encourage cooperative role playing in the reading corner.</p>	<p>Recap our feelings of: Happy, sad, shy, embarrassed, angry. Role play two teachers arguing and getting upset. Ask the children, "How can we make up?"</p>	<p>Recap how we can play and work together. e.g. Sharing, waiting for your turn, sharing your feelings. Use visuals to reinforce.</p>	<p>Show pictures of the class from when they started. E.g. First day, Christmas play. Scribe their achievements so far. Explain that new situations are good and help us to grow.</p>	<p>Talk about the Bear in the story. Was he harmless or dangerous? Why did we think he was scary? How did our feelings about him make him feel? How can we cheer him up?</p>
Physical Development (Health and Self Care and Moving and Handling)	<p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>					
	<p>Continues to cut paper with a purpose safely using scissors (using the other hand as a guide.) Use the tripod grip to make letter shapes following the Letter-join scheme and write captions.</p>	<p>Talking about being careful when being around animals. Washing hands after touching animals. Looking at healthy food linked to Handa's Surprise.</p>	<p>Talking about having a healthy lifestyle for humans and animals. Mr Fosh- Sports coach sessions focusing on using movement. Daily Letter-join practise to help form recognisable letters. Uses animals and construction materials to make an African landscape.</p>	<p>Remembering the dangers during PE and how to avoid accidents. Mr Fosh- Sports coach sessions focusing on using movement. Daily Letter-join practise to help form recognisable letters.</p>	<p>Mr Fosh- Sports coach sessions focusing on using movement. Moving around different areas with confidence (re-enacting We're going on a Bear Hunt) Daily Letter-join practise to help form recognisable letters. Uses different objects to make instruments from junk modelling.</p>	<p>Mr Fosh- Sports coach sessions focusing on using movement. Travels with confidence and skill around, under, over and through balancing and climbing equipment to re-enacting We're going on a Bear Hunt avoiding obstacles. Daily Letter-join practise to help form recognisable letters. Uses different objects to make instruments from junk modelling.</p>

	Mr Fosh- Sports coach sessions focusing on using movement.	Daily Letter-join practise to help form recognisable letters. Mr Fosh- Sports coach sessions focusing on using movement.			Handles instruments safely and with control (pat, shake etc).	Handles instruments safely and with control (pat, shake etc).
Reading	<p>PoR Focus text: Handa's Surprise by Eileen Browne Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. <p>Other texts: Through My Window by Tony Bradman and Eileen Browne Suddenly! by Colin McNaughton Rosie's Walk by Pat Hutchins</p>			<p>PoR Focus text: We're going on a bear hunt by Michael Rosen Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. <p>Enjoys rhyming and rhythmic activities</p> <p>Other texts: We're going on a lion hunt- David Axtell A Brave Bear- Sean Taylor A Bear in the Cave- Michael Rosen</p>		
Phonics	LCP Phase 3 Week 6 New sounds: ai, ee, oa HFW: she, all	LCP Phase 3 Week 7 New sounds: oo, ar, or HFW: look, for, too	LCP Phase 3 Week 8 New sounds: igh, ur, ow, oi HFW: now, down	LCP Phase 3 Week 9 New sounds: the ai, ee, oa, ow, oi HFW: ear, er, air	LCP Phase 3 Week 10 New sounds: ure	LCP Phase 3 Week 11 Recap phase 3 sounds and HFW's. Segmenting for spelling, blending for reading.
Writing	<p>Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts.</p>					
	Make a fruit salad, take photographs. Children sequence the photographs to show how to make fruit salad. Children write their own captions.	Make a map of Handa's journey and label it with initial sounds/ sounds they can hear/ captions. Can they write a simple sentence?	Re-tell the story of Handa's surprise with simple pictures using captions. Can they write a simple sentence?	Write what is in the picture (the bear chasing the family through the wood) Challenge: Write from the point of view of a family member in a thought bubble.	Introduce simple letter writing. Write a letter from the bear to family saying that he is friendly. I am a g-oo-d bear.	Retell the story of 'We're going on a bear hunt'. Make their own version of the story. (Make books for the reading area).
Mathematics (Number and Shape, Space and Measure)	• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	SSM •Orders and sequences familiar events. •Measures short periods of time in simple ways.	I can say number names in order. •Recites numbers in order to 10. •Compares two groups of objects, saying when they have the same number. •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. • beginning to use more/less/add.	SSM •Shows an interest in shape and space by playing with shapes or making arrangements with objects •Orders two or three items by length or height.	SSM •Orders two items by weight or capacity.	•Beginning to represent numbers using fingers, marks on paper or pictures. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Finds the total number of items in two groups by counting all of them. • beginning to use more/less/add.
	WR Addition and Subtraction- Change within 5. Find one less than five. Songs: Currant buns/5 speckled frogs.	WR Measurement-time Key vocabulary with daily routines. Timer challenge with fishing.	Counting irregular objects to ten. Adding two small groups of objects. E.g Double decker Bus	Representing on fingers/marks. Adding two groups of objects. Key vocabulary.	Comparing weight using different scales. Ext: Cooking comparing capacity of liquids.	Comparing weight using different scales. Ext: Cooking comparing capacity of liquids. Compare length of Noodles. Order length Chinese New Year links. Ext: Distance of countries.

<p>Understanding the World (People and Communities, The World and Technology)</p>	<p>Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change</p>					
<p>Discuss Handa' lifestyle/country/language. Compare to children in the class.</p>	<p>Discuss the different animals in the story and animals in the UK. Why do some of these animals not exist in colder climates?</p>	<p>Show a clip of animals in a zoo. Is this their natural environment? How can we help animals survive? e.g. ensure we are not destroying their habitat.</p>	<p>Get the eco warriors to stand in front of their class with their capes. Discuss roles they do. How can we help our school and community.</p>	<p>Talk about different jobs, such as, vets, nurses, delivery drivers, shop workers, care workers. Etc What would we like to do and why?</p>	<p>Display the CNY story on CBeebies. Ask the children about the animals in the story. Talk about different people having different celebrations. Emphasise the importance of having this. We get to enjoy different cultures, foods etc.</p>	
<p>Expressive Arts and Design (Exploring Using Media and Materials and Being Imaginative)</p>	<p>Explores the different sounds of instruments. Explores colour and how colours can be changed. Constructs with a purpose in mind, using a variety of resources. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Plays alongside other children who are engaged in the same theme. Uses available resources to create props to support role-play Plays cooperatively as part of a group to develop and act out a narrative.</p>					
<p>Explore how we can squeeze or press different sponge shapes to help us form an image. E.g. grapes, apples, oranges.</p>	<p>Look at real fruits on the table. What is their texture? Can you make these features in your painting?</p>	<p>Paint pictures of different animals for the veterinary.</p>	<p>Show different pictures of a range of bears. Discuss how they look different. Using chalks/crayons/dry pain pallets try to recreate this.</p>	<p>Make either a house, bear cave as a setting for the story. Use junk modelling, cardboard boxes and glue and tape.</p>	<p>Create an animal, Chinese drum or lantern to celebrate CNY. Encourage threading string and bead to attach to a drum or making snips using scissors to create the lantern.</p>	
<p>Special events</p>					<p>Big Bird watch RSPB</p>	<p>Chinese New Year (12th Feb)</p>