

Personal, social & emotional development.

- *Role play weather station; To play in a group, extending & elaborating play ideas / demonstrating friendly behaviour.
- *Child initiated play opportunities; To become more outgoing towards unfamiliar people & more confident in new social situations / To select & use activities & resources (particularly new FS1 children).
- *Seal; Good to be me 'Knowing myself' - To express own preferences & interests / To describe self in positive terms & talk about abilities.

Communication & Language.

- *Talking about experiences of different types of weather / making a weather word bank; To build up vocabulary that reflects the breadth of their experience / To explore the meaning & sounds of new words.
- *Weather station role play; To use language to imagine & recreate roles & experiences in play situations.
- *Seal; Good to be me 'Knowing myself'; To use talk to organise, sequence & clarify thinking, ideas, feelings & events.

Understanding the world.

- *Weather station role play; To use ICT hardware & technology (ipad video / search weather forecasts), knowing how to operate these / To talk about things they have observed & why things happen, noticing patterns & change.
- *Bubble / flag wind direction experiments & map work; To talk about why things happen & how things work, noticing pattern & change / To talk about & record features of the local environment.

Physical development.

- *Val Sabin gymnastics - Unit C Lesson1; To move freely & with pleasure & confidence in a range of ways.
- *Val Sabin Dance - 'Blowing Bubbles'; To experiment with different ways of moving.
(To dress / undress with increasing independence.)

FS MTP
Theme: Blowing in the wind
WB 22.2.16



Expressive Arts & Design.

- *Weather station role play; To engage in imaginative role play based on own first hand experiences.
- *Shape kites (Circles); To realise tools can be used for a purpose / To construct with a purpose in mind using a variety of resources.
- *Bubble pictures & sculptures; To understand that different media can be combined to create new effects.
- *'I'm forever blowing bubbles' & movement; To sing familiar songs, building up a repertoire of new songs & dances.

Literacy.

- *RWI - 'Jam' WT4 / 'On the bus' ee ow / 'The duckchick' ee ea; To link sounds to letters, naming & sounding the letters of the alphabet / To begin to read words & simple sentences / To use clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.
- *L&S - Aspect 6 Voice sounds - 'Mouth movements' & 'voice sounds'; To distinguish vocal sounds (oral segment & blend)
- *ORT; To begin to read words & simple sentences.
- *Wind word bank - To recognise rhythm in spoken words / To Use vocabulary & forms of speech that are increasingly influenced by their experiences of books.
- *Magical bubble writing - To give meanings to marks as they draw & paint / To use some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.

Mathematics. (100 square - count in 10s)

- *Sand tray number boxes; To select a small number from a group when asked / To know that numbers identify how many objects are in a set / To sometimes match numeral & quantity correctly / To find the total number of items in two groups by counting all of them.
- *Car parks; To show an interest in representing numbers / To recognise numerals (1-5 & 1-100)
- *Buckets & balls; To make comparisons between quantities using some language eg 'More' 'a lot' / To use the language of more & fewer to compare two sets of objects / To begin to identify own mathematical problems.
- *Weather station 'seasons' focus; To use everyday language related to time / To order & sequence familiar events.
- *Shape kites & book (Circle, sphere, cylinder); To notice simple shapes or patterns in pictures / To show an interest in shape by sustained construction activity or by talking about shapes & arrangements / To use mathematical names & descriptive terms for solid 3D shapes and flat 2D shapes.