

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 'Managing my feelings' - To be aware of own feelings & know that some actions & words can hurt others' feelings.

Communication & Language.

- \*Talking about the weather in different parts of the world, using new vocabulary from 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 'Managing my feelings'; To use talk to organise, sequence & clarify thinking, ideas, feelings & events.

Mathematics. (100 square - count in 2s)

- \*10 fat sausages / Big & little bead strings; To recite numbers in order to 10 & back to 0 / To begin to use the vocabulary involved in subtracting / To subtract, counting back to find the answer.
- \*Jumping numbers; To show an interest in representing numbers / To recognise numerals (1-5 & 1-100)
- \*Shape kites & book, musical shapes (Triangles, Prisms, pyramids); 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

**FS MTP**  
**Theme: Blowing in the wind**  
WB 7.3.16



Expressive Arts & Design.

- \*Weather station role play; To engage in imaginative role play based on own first hand experiences. \*Shape kites (Triangles); To realise tools can be used for a purpose / To construct with a purpose in mind using a variety of resources. \*Making windmills; To show an interest / skill in making things work, achieving affects such as movement / To speculate on the reasons why things happen & how things work. \*Straw wind pictures; To realise tools can be used for a purpose / To manipulate materials to achieve a planned effect. \*Music Express 'Sky high, toe low'.

Literacy.

- \*RWI - 'In the net' WT5 / 'Six Fish' ay or / 'Tom Thumb' ay a-e; 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 - 'Chain games' / 'Target sounds'; To distinguish vocal sounds (oral segment & blend)
- \*ORT; To begin to read words & simple sentences.
- \*Wind Poems; To continue a rhyming string / To attempt to write short sentences in meaningful contexts.

Understanding the world.

- \*Weather station role play; To use ICT hardware & technology (ipad video / search weather in other countries), knowing how to operate these / To talk about things they have observed & why things happen, noticing patterns & change.
- \*Wind experiments using & making windmills; To talk about why things happen & how things work, noticing pattern & change / To talk about & record features of the local environment.
- \*RE Topic 'Special Books' - The Q'ran; To know about similarities & differences between themselves & others.

Physical development.

- \*Val Sabin gymnastics - Unit C Lesson 3; To move freely & with pleasure & confidence in a range of ways.
- \*Val Sabin Dance - The scarf lesson 1; To experiment with different ways of moving.  
  
(To dress / undress with increasing independence.)