

### 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 'Standing up for myself' - To begin to be able to negotiate & solve problems without aggression.

### Communication & Language.

- \*Talking about the weather on each day of the week, 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 'Standing up for myself'; To use talk to organise, sequence & clarify thinking, ideas, feelings & events.

### Mathematics. (100 square - count in 10s, 5s, 2s)

- \*10 green bottles / 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.
- \*Boat races - Measuring distance & ordinal numbers; To begin to use the language of size (distance) / To order & sequence familiar events.
- \*Shape kites & book / sunny day (Rectangles / cuboids); 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.

### **FS MTP**

**Theme: Blowing in the wind**  
WB 14.3.16



### Physical development.

- \*Val Sabin gymnastics - Unit C lesson 4; To move freely & with pleasure & confidence in a range of ways.
- \*Val Sabin Dance - The scark Lesson 2; To experiment with different ways of moving.
- (To dress / undress with

### Literacy.

- \*RWI - 'Pick it up' WT5 / 'The Spell' igh ir / 'The gingerbread man' igh i-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 - 'Whose Voice?' 'Sound lotto 2'; To distinguish vocal sounds (oral segment & blend)
- \*ORT; To begin to read words & simple sentences.
- \*Written weather reports; To give meanings to the marks they make / To use some clearly identifiable letters to communicate meaning...

### 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 boats with sails / exploring float & sink; To talk about why things happen & how things work, noticing pattern & change.
- \*RE Topic 'Special Books' - The Torah; To know about similarities & differences between themselves & others.

### 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 sail boats; 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. \*Sea pictures; To realise tools can be used for a purpose / To manipulate materials to achieve a planned effect (movement in sky & waves). \*Music Express 'Storm'.