

## Bluebell Class - Long Term Overview 2020 - 2021

Spring Term 2		
Theme- Journeys	Prime areas	Specific Areas
Power of reading- Astro Girl by Ken Wilson-Max A story about a little girl with big ambitions to be an astronaut.	<b>Communication &amp; Language (CL):</b> <u>Listening, Attention and Understanding:</u> Ask and answer how and why questions staying on the theme we are discussing. Listening to and discussing non fiction books. <u>Speaking:</u> Connect ideas using a range of connectives in everyday language. Children will be encouraged to talk about stories and retell them, using some of the repetitive language from the story as well as in their own words.	<b>Literacy (L):</b> <u>Comprehension:</u> Demonstrate understanding when talking with others about what they have read. <u>Word reading:</u> .Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Phase 3 Phonics <u>Writing:</u> Using phonic and tricky word knowledge to begin to write for different purposes, fiction and non fiction.
	<b>Physical Development (PD):</b> <u>Gross Motor Skills:</u> Moving in different ways using their bodies e.g. balancing on one leg for a set time, navigating an obstacle course with cones, crawling through tunnels, completing target practice, climbing frames and slides, skipping, spinning hoops, throwing and catching <u>Fine Motor Skills:</u> Using a wide range of small tools confidently and safely. Write dance programme. Developing correct letter formation and handwriting patterns.	<b>Maths (M):</b> White Rose Maths <u>Number:</u> Building 9 and 10 Consolidation <a href="https://whiterosemaths.com/reception-sol/">https://whiterosemaths.com/reception-sol/</a>  <u>Number patterns:</u> <a href="https://whiterosemaths.com/reception-sol/">https://whiterosemaths.com/reception-sol/</a>
	<b>Personal, Social &amp; Emotional Development (PSED):</b> <u>Self Regulation:</u> Through stories and role play the children will think about others feelings and will be helped to develop empathy for others. <u>Managing self:</u> Children will be confident to follow safety procedures with tools and equipment and will begin to follow safety procedures without direct adult supervision. <u>Building relationships:</u> Depending on restrictions children will be encouraged to make relationships with children in other classes, showing nursery children how to play different games. Children will be encouraged to interact with staff and peers confidently and be confident to share own ideas and opinions even if these differ from others.	<b>Understanding the World (UW):</b> <u>Past and Present:</u> Famous astronauts from the past. <u>People, Culture and Communities:</u> Children will compare Easter celebrations in different countries. What are the similarities and differences? Sharing Holi stories and activities. <u>The Natural World:</u> Observing and discussing changing seasons. Children keep a record of the weather.

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<b>Religious Education: Christianity: Jesus, The miracles of Jesus- Turning water into wine, Loaves and fish, Shrove Tuesday and Lent</b> <b>Hinduism: Festivals, Lifestyles and Stories: Holi, Holi activity day -</b>		<b>Expressive Arts and Design (EAD):</b> <u>Creating with materials:</u> Selecting and using a wide range of tools and materials. Mixing own colours. Design , create and evaluate constructions. Creating collaboratively, sharing ideas and resources. <u>Being imaginative and Expressive</u> Space themed role and small world play. Singing a range of Spring and space songs. Creating rhythms and music with a range of instruments and performing this for their peers.
<b>Community</b>	<b>Environment</b>	<b>Challenge</b>
How do people celebrate Easter in our community and around the world? Working with the local community to tend our vegetable patch and raised beds. ( Covid restrictions permitting)	Spring planting. Looking after plants, weeding.	Investigate which plants are the best for planting in our vegetable patch.