

Focus Geography

Trip to the railway station? Train ride?  
Visit from a train operator?

FS2 Spring 1 - Journeys							
	Week 1 Book - Mr Gumpy	Week 2 Book - Mr Gumpy	Week 3 Book - Mr Gumpy	Week 4 Book - Mr Gumpy	Week 5 Book - Magic train ride	Week 6 Book - Magic train ride	Week 7 Book - Magic train ride
PSE D	Staying safe at home and at school.	Staying safe at home and at school.	Staying safe when exploring our local environment.  Go for a walk and spot dangers and look for safe ways of crossing the road and using correct pathways ...	Using tools safely.	E-safety- Using the internet safely and sensibly.	Stranger Danger.	Train safety.
PD	PE - Using YST Start to Move document. 1.Locomation Animal movements.  Elephant walking ongoing.  Health and self care  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Focus - Scissor skills (smiley face thumb) (other groups at other activities)</i>  <i>Malleable area - Threading</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 1. Locomotion Animal movements.  Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Scissor skills (other groups at other activities)</i>  <i>Malleable area - Bubble wrap popping</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 2. Locomotion Jumping  Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Tweezers (other groups at other activities)</i>  <i>Malleable area - Playdough.</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 3. Locomotion Jumping  Health and self care -Understand that tools and equipment have to be used safely.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Tweezers (other groups at other activities)</i>  <i>Malleable area - Golf tee balancing.</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 4. Locomotion Running  Health and self care -Understand that tools and equipment have to be used safely.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Malleable (other groups at other activities)</i>  <i>Malleable area- Water beads.</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 5. Locomotion Skipping and galloping.  Health and self care Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> <i>Malleable (other groups at other activities)</i>  <i>Malleable area - playdough</i>  <i>Writing area - pencil grip and handwriting.</i>	PE - Using YST Start to Move document. 6. Locomotion Walking.  Health and self care -Understand that tools and equipment have to be used safely.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Practices some appropriate safety measures without direct supervision.  Knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.  <i>Funky fingers.</i> Car wash with sponges.  <i>Malleable area - Shaving foam.</i>  <i>Writing area - pencil grip and handwriting.</i>
CL	S - Questions why things happen and gives explanations. (E.g. who, what, when, how.)  U- Listens and responds to ideas expressed by others in conversation or discussion.  L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.	S - Questions why things happen and gives explanations. (E.g. who, what, when, how).  U - Listens and responds to ideas expressed by others in conversation or discussion.  L - Joins in with repeated refrains and anticipates key events, phrases, rhymes and stories.	S - Uses talk to connect ideas, explain and anticipate.  U - Listens and responds to ideas expressed by others in conversation or discussion.  L - Listening to stories with increasing attention and recall.	S - Use talk to connect ideas and explain.  U - Responds to instructions using a two-part sequence.  L - Listening to stories with increasing attention and recall.	S- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  U- Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.  L- Listens attentively in a range of situations.	S- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  U- Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.  L- Listens attentively in a range of situations.	S- Questions why things happen and gives explanations. (E.g. who, what, when, how.)  Use talk to connect ideas and explain.  U- Answers 'how' and 'why' questions about his/her experiences and in response to stories or events.  L- Listens attentively in a range of situations.
L	Pie Corbett - Mr Gumpy  Reading - Shows awareness of rhyme and alliteration. Rhyming strings.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  A recount of the Christmas holidays.	Pie Corbett - Mr Gumpy  Reading - Beginning to be aware of how stories are structured.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Drawing a map of Mr Gumpy's journey.	Pie Corbett Mr Gumpy  Reading - Describe main story setting, events and principal characters.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Character description. Mr Gumpy is...	Pie Corbett - Mr Gumpy  Reading - Hears and say initial sounds in words.  Can segment the sounds in simple words and knows which sounds represent some of them.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Sequencing - Put the characters from Mr Gumpy's story in order.	Pie Corbett - Magic train ride  Reading - Blend and segment.  Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Draw and label the different parts of the magic train.	Pie Corbett - Magic train ride  Reading - Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  Making and writing your own magic train tickets.	Pie Corbett - Magic train ride.  Reading - Uses vocabulary and forms of speech that are increasingly influenced by books.  Individual reading weekly  Writing - Phonic sentences. Letter formation. CVC word building.  A recount of our trip to the train station/visitor.  Where would you go on a magical train ride?  Phonics assessments.
M	Counting  Counting irregular arrangements of objects.  Counting out 6 objects from a larger group.  Number of the week 13  Numicon Continue Numicon 8.  Revisit 1:1 counting with Numicon.	Pattern  Repeating pattern.  Printing repeating patterns onto strips of paper. Threading coloured pasta shapes.  Make your own repeating pattern shopping bags/ hi-vis bands.  Cheerios (Coloured) and strawberry laces.  Number of the week 14. Numicon file 9	Pattern  Elmer story Elmer the elephant patterns.  Animal print patterns. Do any of the animals from Mr Gumpy's story have patterns on them? Can we make patterns with their footprints?  Looking for patterns in the environment.  Number of the week 15. Numicon file 10	Estimating  Estimation station. Competition prize at the end of each day for a correct estimation.  Estimate how many characters are in the Mr Gumpy story.  Estimate how many cubes we can fit in a shoe.  Number of the week 16. Numicon file 11 <i>Subject to change follows TT.</i>	1 more  Introduce 1 more/2 more to the children. Look at counting on and using a number line. Use passengers on a train and stopping at stations...  Number of the week 17. Numicon file 12  <i>Subject to change follows TT.</i>	1 less  Introduce 1 less/2 less to the children. Look at counting back and using a number line. Use passengers on a train and stopping at stations...  Number of the week 18. Numicon file 13  <i>Subject to change follows TT.</i>	Counting objects that cannot be moved.  Maths assessments.  <i>Subject to change follows TT.</i>

UW	<p>W - Comments and asks questions about aspects of his/her familiar world such as the place where he/she lives or the natural world</p> <p>Look at different materials and explore floating and sinking after reading Mr Gumpy.</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>W - Talks about the features of his/her own immediate environment and how environments might vary from one another.</p> <p>Draw a map of Mr Gumpy's journey.</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>W - Talks about the features of his/her own immediate environment and how environments might vary from one another.</p> <p>Use ICT to draw a map of your journey to school.</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>T - Selects and uses technology for a particular purpose.</p> <p>Record the children re-telling the Mr Gumpy Pie Corbett story.</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>E-safety T - Talking about logging in using their own log in details.</p> <p>W- Talks about why things happen and how things work.</p> <p>Discuss that the internet can give us a vast amount of information. Where else can we get information from?</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>W - Staying safe. Why do we need to be careful and always let our grown up's know where we are?</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>	<p>P - Looking at different occupations (Train driver).</p> <p>Document where we went on our train journey?</p> <p>Where would you go on a magical train journey? Looking at different countries, places, and habitats. (Under the sea, rainforest, and desert...)</p> <p>Use ICT to look at the pictures from our train visit/ visitor?</p> <p>Ipads Busy things Phonics play Technology Bee bots</p>
EAD	<p>Creative area Malleable area Role play area</p> <p>Design a poster of dangers at home and at school.</p>	<p>Creative area Malleable area Role play area</p> <p>Make a character mask from the Mr Gumpy story for role play/re-telling the story.</p>	<p>Creative area Malleable area Role play area</p> <p>Make a character mask from the Mr Gumpy story for role play/re-telling the story.</p>	<p>Creative area Malleable area Role play area</p> <p>Using scissors and other tools safely.</p>	<p>Creative area Malleable area Role play area</p> <p>Design your train before making it next week.</p> <p>Look at a range of different types of trains from different places/countries.</p>	<p>Creative area Malleable area Role play area</p> <p>Making junk model trains. Axels/lego bases/Mobilo. How can we make it move?</p>	<p>Creative area Malleable area Role play area</p> <p>Painting and decorating our magical trains.</p>
EAD - Music	<p><u>Music Express</u> Moving patterns Stamp and clap</p>	<p><u>Music Express</u> Moving patterns Stamp and clap</p>	<p><u>Music Express</u> Moving patterns Wheels</p>	<p><u>Music Express</u> Moving patterns Wheels</p>	<p><u>Music Express</u> Moving patterns Shape up</p>	<p><u>Music Express</u> Moving patterns All aboard</p>	<p><u>Music Express</u> Moving patterns All aboard</p>
Wood land	<p>Geography - forestry commission</p> <p>Looking for man made and natural structures/objects in our outdoor area.</p>	<p>Geography - forestry commission</p> <p>Journeys Draw a map of our outdoor area.</p>	<p>Geography - forestry commission</p> <p>Journeys Make a map of our outdoor area using natural materials.</p> <p>Discuss staying safe in our outdoor area.</p>	<p>Materials and Structures - forestry commission</p> <p>Mouse nest game. (Habitat)</p>	<p>Materials and Structures - forestry commission</p> <p>Tree identification.</p>	<p>Materials and Structures - forestry commission</p> <p>Egg Tower (Building a structure using found sticks).</p>	<p>Materials and Structures - forestry commission</p> <p>Building bridges.</p>