

The Den



Spring Term Topic My Wonderful World and Me

English

- **Little Penguin Lost**
- **Re-enacting the story using adjectives to describe.**
- **Puppet show using props from the story**
- **Retell / write the story and use pictures to prompt**
- **Circle time—activities based upon**
- **managing feelings, emotions and how to deal with them.**
- **Have you Filled a Bucket Today**
- **Story Map of what you have in your bucket.**
- **Simple recount of a school trip.**
- **Following simple instructions**
- **My Street**
- **Use story language to start a sentence e.g first , then or last week.**
- **To begin to write sentences using the conjunctions; that and when**
- **Me and my family**
- **Photographs from home**
- **Why we are all different e.g likes and dislikes**

Maths

Path 0

- Place numbers in order 0-10
- Say what is one more or less than a given number to 20
- Begin to show understanding of money through the use in role play
- Beginning to use mathematical names for 2D and 3D shapes
- Using positional language

Path 1

- Read numbers from 0-20 in numerals and match them to the word
- Write numbers from 0-20 in numerals and understand which numeral is a unit and which is a tens number.
- Can count in rote in 2s, 5s, and 10s
- Add one-digit and two digit numbers to 20, including zero
- Use positional language

Cross Curricular Activities

- **Cooking– Making Penguin biscuits**
- **Sand and Water play—Snow and Ice**
- **Story setting collages**
- **Creating healthy snacks**
- **P.E.—team games/ following instructions**
- **Play dough modelling—using tools effectively**
- **3D models of a penguin/person**
- **Singing a range of songs—welcome song, goodbye song, theme related songs**
- **Breakfast time—turn taking, personal care, healthy eating**
- **Establishing rules and routines**
- **Snowy art and craft**

Group Boxall Targets

Strand A Gives Purposeful Attention– circle time, clapping games, short achievable tasks, memory games, listening games
Strand D Insightful Involvement– work in pairs, books that explore feelings, visitors to talk about looking after animals, blob tree
Strand G Accepts Constraints—consistent routines, visual timetables, following class rules, understanding safety when using tools.
Strand H Accommodates to Others –model appropriate physical contact through role play, pass the handshake etc, visual timetables, ensure adults model appropriate relationships, turn taking games relating to self ie home/hairdresser

Strand T—Inconsequential Behaviour Role play, exploring facial expression, sand timers to encourage engagement in an activity for a longer period, clear and consistent rewards and consequences, short, structured tasks involving sequencing, visual reminders.

Strand W—Insecure Sense of Self— 1:1 activities, clear routines rewards and sanctions, allow time for auditory processing and compliance, teach how to get attention in an appropriate way, adults to model how to deal with feelings when we make mistakes.

Visits/Visitors

- Longton Park
- Library
- Walk around the local area
- Mrs Preston and Mr Stanford

Vocabulary

- **Adjectives to describe feelings and emotions**
- **Vocabulary linked to Stories**
- **Vocabulary linked to the books**