How can we Move? Term 2: Fine motor focus

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| Type: Kickstarter enquiry | Characteristic: Active learning | Suggested Engage: How big (fast/blue/quiet/small) could your car be? |
| Prime: Physical Development | Specific: Expressive Arts and Design | Suggested outcome: Learners paint something that is ‘-est’ |
| Immerse | Practice | Challenge |
| **Engineer**  Fixings:  Gluing, stacking  **Athlete**  Moving  Balancing  **Artist**  Hands and Large Brushes  **Musician**  Quiet, loud | **Engineer**  Fixings:  Smallest, Biggest  **Athlete**  Movement:  Smallest, Biggest  **Artist**  Fingers and medium brushes  **Musician**  Rhythm | **Engineer**  Fixings:  Tallest, Shortest  **Athlete**  Movement:  Slowest, fastest  **Artist**  Finger tips and fine brushes  **Musician**  Quickest, slowest |

**Mathematician**

Learn numbers to 15.

Say what is one more and one less than a given number within 10

Name and describe 3D and 2D shape

**Reading**

Continue to learn phase 2 phonic sounds and graphemes

Read with confidence using the phonic skills taught in phase 2 e.g. het, mat, on, it.

Read the words I, go, no, to, and, the

Read and listen to stories daily

**Writing**

Form letters correctly

Begin to write CVC words

Write for a purpose