

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Jigsaw - Dreams and goals

- * Take account of one another's ideas about how to organise their activity and play co-operatively.
- * Be confident to speak in a familiar group, share their ideas and try new activities.
- * Talk about how they and others show feelings.
- * Talk about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable.
- * Work as part of a group or class, understand and follow the rules.

COMMUNICATION AND LANGUAGE

- * Listen to what others say and respond appropriately.
- * Listen attentively to stories, anticipating key events and asking questions.
- * Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately. Develop their own narratives and explanations by connecting ideas or events.
- * Answer 'how' and 'why' questions about their experiences and in response to stories or events.

PHYSICAL DEVELOPMENT

- Balancing skills
 - Ball skills - co-ordination & control; sending & aiming; throwing & catching.
 - Dance - hop and skip in time to music; Maypole dancing.
 - * Show good control and co-ordination in large and small movements.
 - * Handle equipment and tools effectively, including pencils for writing (correct pencil grip). Letter formation (Kinetic Letters).
 - * Talk about ways to keep healthy and safe. Can make healthy choices.
- Squiggle whilst you wiggle*

LITERACY

Reading

- * Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- * Read and understand simple sentences.
- * Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.
- * Demonstrate understanding when talking about what they have read.

Word Purses

Writing

Sentence Stacking - report/fact file (capital letters, full stop, finger spaces, letter formation).

- * Attempt to write short sentences in meaningful contexts.
- * Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others.

Enhancements

- Does it sink or does it float? (Kit&Pup)
- Different materials and textures
- Is it a magnet? (sorting into two groups - magnetic & non-magnetic)
- Musical instruments

Summer Term 1

Our Planet

Key Texts

- If Sharks Disappeared (report/fact file)
- Non-fiction texts (pollution/environmental issues)
- The Messy Magpie (recycling)
- Harry Saves the Ocean!
- The Three Little Pigs (materials)
- Books with a maths focus

EXPRESSIVE ARTS AND DESIGN

- * Explore the different sounds of instruments.
- * Sing songs, make music and dance, and experiment with ways of changing them.
- * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Clay)
- * Use what they have learnt about media and materials in original ways.
- * Represent their own ideas, thoughts and feelings through design and technology, art, music, dance and stories.
- * Make up stories (story scribing)

MATHEMATICS

Numbers - 9 & 10: comparing numbers within 10, composition of 9 and 10, making 10 (number bonds). Counting back from 10; number formation.
To 20 & beyond: number recognition, ordering numerals, number patterns, adding and taking away.

Shape, space and measure - 2D & 3D shapes; describing shapes using mathematical language. Spatial reasoning.

UNDERSTANDING THE WORLD

Our Calendar - days of the week/seasons/weather
Present/Past events

- * Know about similarities and differences in relation to places, objects, materials and living things.
 - * Talk about the features of their immediate environment.
 - * Make observations of animals and plants and explain why some things occur, and talk about changes.
- Outdoor environment explorations (five senses - local walk)

Role-play area:

- Exploring materials/making musical instruments

ICT: seesaw; laptops. Children select and use technology for particular purposes.