

Prime Area: Personal, Social and Emotional development (PSED)

Developing sense of rules - why we take turns, wait politely, tidy up after ourselves etc.

Friendships -cooperative play and how to deal with conflict! Show resilience and perseverance in the face of challenge, completing tasks.

Taking part in sports day - Winning and loosing, identifying feelings in others

Changing me -managing own needs and taking responsibility for washing, dressing and using toilet completely independently; recognise differences; my developing personality.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. - Basic character virtues

Entrust Scheme

Specific Area: Expressive Arts and Design (EAD)

- Create own sculpture (Use meet Barbara Hepworth by Laura Caitlin book)
- Retelling familiar stories
- Provide children with a range of materials for children to construct with -children to discuss process and begin to adapt own work - create a boat that floats
- Rainbow fish collages - explain process
- Puppet shows: Provide a wide range of props for play, which encourage imagination.
- Explore shade and tone using colour chart strips- create own colour charts.
- Use tone to create a painting of a river/ocean.
- Mix colours to create rainbow fish painting/underwater pictures.
- Boat model (UW link)
- Pirate island maps - role play area
- Father's Day Crafts
- Sparkyard scheme

Prime Area: Communication and Language (CL)

What happened?

- Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Children will use a wide range of vocabulary appropriately. Sentence structure will be correct, although grammar may still be incorrect.

Time to share!

- Weekend news
- Discovering Passions
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
- Asking questions and offering opinions, starting to learn about metaphors and irony.

Summer Term: Splish! Splash! Splosh!



Specific Area: Understanding the World (UW)

- Observing the life cycle of butterflies
- Ocean creatures and life cycle of a shark
 - Famous pirates - explore and use artefacts
 - Castles
 - Building Bricks Rainbow stem activity
 - Flowers in coloured water activity - recording results
 - Shadows investigation and play in the dark tent
 - Floating and sinking - talks about why things happen and how they work using what they have found out to build and design a boat
 - Comparing land and water - world maps and continents
 - Draw map of classroom, pirate maps, revise map of classroom/garden from last term
 - Read Bringing the rain to Kapiti Plain - look at Geography and landscape in Africa. Compare to UK using some specific geographical vocabulary to describe the different locations.
 - Locate UK and Africa on map
 - Pollution and the sea - caring for the ocean.
 - RE - Religious stories and other religious books

Prime Area: Physical Development (PD)

Threading, cutting, weaving, playdough, Fine Motor activities.

Form letters correctly including capital letters

Colour inside the lines of a picture, using brushes, crayons and pencils with control

Start to draw pictures that are recognisable

Build things with smaller linking blocks, such as Lego

Dough disco

Races / team games involving gross motor movements

Dance related activities - outdoor summer music

Athletics

Climbing on golden trail/climbing frame,

Making own obstacle courses

Specific Area: Literacy

- Stories from other cultures and traditions
- Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.
- Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.
- Can draw pictures of characters/ event / setting in a story
- Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.
- Make predictions
- Understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, author and title.
- Texts: Pig in the Pond, Shark in the Park, Three Billy Goats Gruff, Rainbow Fish; Bring on the rain on Kapiti Plain; Oi Frog; The Night Pirates; Pup to shark (non-fiction)
- Writing lists. Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces independently. Form lower-case and capital letters correctly. Rhyming words. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
- Write three sentences - B, M & E.
-

Specific Area: Mathematics (M)

White Rose Maths

Unit 7 - To 20 and beyond - Building numbers beyond 10, Counting patterns beyond 10, Spatial reasoning

Unit 8 - First, then, now - Adding more, taking away, spatial reasoning

Unit 9 - Find my pattern - Doubling, Sharing and grouping, even and odd, Spatial reasoning

Unit 10 - On the move - Deepening understanding, patterns and relationships, spatial reasoning