

Class R Summer 2018
Living & Growing
...ideas to be added to by your children!



Forest Day

St Mary's forest
whole day & trip to
Windsor Forest site
in May

Farm trip:
Rushall Farm in June



Health & Well being

Doctors, hospital,
health, fitness &
Sports Day June.



Guatemalan Worry Dolls
through text : 'Silly Billy'
by Anthony Browne

Gardening

Planting flowers & veg in our own
garden and watching them grow
& change

Fruit & Veg stall
'Supatato 'by Sue Hendra

Looking for wildlife in the school
pond & around the school & St
Mary's

Butterfly life cycle



Characteristics of effective learning
eg: Confident cheetah
Trying turtle

Learning about ourselves & our skills and how we are all unique.

Sharing knowledge and languages spoken at home, special foods
Parents visiting class to teach us about their traditions & food from home.
School Value is EQUALITY

Celebrations eg; 23rd April St Georges Day, Class Collective Worship 4th May,
Japanese children's Day in May, Royal Wedding 19th May,
Cultural Celebration Day :18th June , Father's day 17th June.....

Characteristics of Effective Learning : These are recognised as skills for life long learners.

How does your child learn?

We continue to observe who is a Creative Crab, Confident Cheetah & Linking Lion etc.

Area of Learning : Understanding of the World
ELG/ Objectives

Possible activities...

We hope these are going to be added to by your children!

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

- Woodland/ forest environment and school environment - being indoors & outside
- Forest Friday at St Mary's Forest Site
- Features of a forest : trees, wood, leaves, birds, animals, minibeasts- use of senses to describe the environment
- Changes in the season Spring to Summer- leaves on trees, blossom, flowers, vegetables growing into food to eat
- Life cycles - caterpillars to butterflies, tadpoles to frogs, eggs to birds etc
- Planting seeds
- Link with Traditional Stories based in woodland eg: Hansel & Gretel ,

- Celebrate festivals: St Georges Day April 23rd , Japanese Children's day in May
- Celebrate Easter & Pentecost
- Questionnaire to parents about family links to other countries & technology use
- Our skills & talents, our family backgrounds- unique

- Using cameras, flipcams, walkie talkies & computers
- Use of technology - 2 simple package., Bee Bots

<p><u>Literacy</u> <u>Reading & Writing</u></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> ○ Mobile library to continue to visit school for class to access ○ Weekly library of story sacks starting in April ○ Class story reading / telling ○ Daily differentiated phonics : phase 2 & 3 & 4 ○ Reading & writing about Traditional Stories ○ Continued individual reading days ○ Guided reading ○ Writing across curriculum eg: in Role Play situations , outside, forest visits ○ Writing for an audience & purpose ○ Writing linked to texts, story maps & writing
<p><u>Communication & Language</u></p> <p><u>Understanding</u> <u>Speaking</u> <u>Listening & Attention</u></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop</p>	<ul style="list-style-type: none"> ○ Hearing, telling & sharing stories & poems linked to forests, bears, woodland creatures & birds, eg Owl babies, We're going on a bear hunt. ○ Traditional Stories set in a woodland- eg: Hansel & Gretel ○ Use of story spoons to act out story ○ Listening & circle games ○ Story telling & acting out in character ○ Listening & Attention programme for small groups ○ Story Sacks @ home ○ Talking & sharing news about Easter ○ Story cds on listening centre ○ Asking & answering questions

their own narratives and explanations by connecting ideas or events.

Personal , Social & Emotional Development

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

- Outdoor learning to be monitored to help develop confidence & self esteem & ability to take risks & try new things
- Circle games & small group time
- Role play
- Outdoor games with Sports coach George
- Learning key skills for Sports Day
- School Mission Statement & Value this term : Equality
- God Matters : Easter , Pentecost, Mission & Sacraments
- Following Jesus' rule to treat others as you want to be treated Class Collective Worship
- Good choices- consequences
- Feelings- what do they look & feel like : happy, worried, sad, cross etc

Class Collective Worship Friday 4th May

Physical development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Walking to & from St Marys each week
- Active learning in the woodland areas at school & St Mary's- ' Ranger Rules ' for safety
- In PE with coach George :Games key skills
- Indoor Gym key skills
- Team work.
- Using small apparatus, footballs, small rugby balls, bats and balls, scoops and balls, quoits and target mats, hoops to develop control skills for continuous provision outside
- Fine motor activities always accessible
- Fine motor focus group when needed esp. scissor skills & pencil grip

Mathematics

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- Continuous provision & access to resources for measure, water, sand, play
- Small guided groups for number focus tasks
- Small support groups when required

- Maths mastery scheme
 - Grouping & sharing
 - Doubling & halving
 - Shape & pattern
 - Addition & subtraction to 20
 - Money
 - Measures
 - Depth of numbers within 20
 - Numbers beyond 20

- Maths meetings
 - Shape ,Pattern & Measure
 - Naming 3-D and 2-D shapes and matching shapes that are the same.
 - Ordering lengths
 - Introduce comparative vocabulary related to weight, capacity and volume
 - Describing the properties of 3-D and 2-D shapes using the vocabulary face, edge, side, vertices
 - Comparing two or more lengths, weights and capacities

	<p>Introduce the clock and o'clock times Introduce the clock and talk about familiar times of the day such as the time to start school, for lunch, for the end of the school day etc.</p> <p><u>Money:</u> Introduce 20p coin</p> <p><u>Number:</u> Double and half numbers (within 10) Counting using the abstraction principle and subitising Represent addition and subtraction within 20 using a bead string Counting in twos, fives and tens Comparing two numbers using vocabulary greater and less</p>
<p><u>Expressive Arts & Design</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> ○ Explore the sound that different percussion instruments make. Talk about the sounds in stories eg We're going on a bear hunt - swishy- swashy, squelch-squerch, stumble-trip, etc. let the children choose the appropriate instrument for the sound to accompany stories ○ Sounds to stories ○ Instrument time - circle time for listening activities ○ Activities such as : painting, sketching, collage, bark rubbing, observational work, photography ○ Mrs Thompson visiting artist every Friday afternoon ○ Charanga music scheme trial...