



Understanding of the world:

- To know how to plant seeds and care for them.
- To talk about some of the things they have observed such as plants and animals.
- To develop an understanding of growth, decay and changes over time including the lifecycles of chickens, frogs, butterflies and humans.
- To explore different animals and their habitats.
- To show care and concern for living things and the environment.
- To use "tuxpaint" on the computer or iPad.
- To learn that work can be saved digitally.
- To explore changing materials and a variety of food preparation techniques when cooking carrot soup.

Physical development:

- To hold a pencil correctly and use it effectively to form recognisable letters, always starting on the line with an up-stroke and leading out with a flick.
- To learn to play simple games using bats, balls, hoops and quoits.
- To handle tools, objects, construction and malleable materials safely and with control.
- To learn and play collaborative games using the parachute.

Creative development:

- To learn to sing and perform a range of songs.
- To express ideas and feelings in response to music.
- To use a variety of techniques learnt to create a picture inspired by 'Country Garden with Sunflowers' by Klimt
- To make a printing block and print with it.
- To use techniques learnt to create a multi-media picture inspired by 'Tiger in a Tropical Storm' - Rousseau.
- To use imagination in role-play, design, movement and art.



From the Garden to the Jungle

Summer 1 2017



Maths:

- To measure and compare the height of a beanstalk and the length and weight of vegetables.
- To recognise coins and their value.
- To use the language of money in role play.
- To count reliably up to 20 everyday objects.
- To recognise numerals 1-20.
- To say the number one more or less than a number from 1-20.
- To count aloud in 1s, 2s, 5s and 10s.
- To use developing mathematical ideas and methods to solve practical problems.
- To relate addition to combining two groups of objects and subtraction to taking away.
- To use the vocabulary involved in adding and subtracting in practical activities and discussion.
- To solve problems, including doubling, halving and sharing.



Personal, Social and

Emotional:

This half term the school value is **INCLUSION**. We will be talking about and demonstrating what this looks like. Please make reference to it at home.

- To respond to significant experiences, showing a range of feelings.
- To work as part of a group taking turns and understanding agreed codes of behaviour.



Communication, Language and Literacy:

- To be able to hear, write and say sounds in words.
- To write for a variety of purposes for example: posters for the garden centre role-play, menus for cafes, seed diaries, labels, planting instructions.
- To write simple sentences leaving finger spaces between words and begin to think about punctuation.
- To read back their writing as they write to check for sense and remember what comes next.
- To read a range of familiar and common words and simple sentences independently.
- To show an understanding of the elements of stories e.g. characters, sequencing of events, openings.
- To listen to and enjoy a range of stories based on a theme e.g. giants, beanstalks, vegetables!
- To use non-fiction texts to find out new information.



This outlines the curriculum coverage intended for the half term. Due to the way the curriculum is mapped out over the year there may be specific subjects that are not focused upon in a particular topic. In addition this topic guide may be amended at times to reflect changing needs and circumstances, to enable flexibility in capitalising upon the educational potential of unforeseen special events and 'one offs'.