



Personal, Social, Emotional Development

- Think about how we feel?
- Continue to utilise class rules for us all to follow.
- Consider this terms school values: **Compassion and Forgiveness**
- Learn about staying healthy and keeping safe.
- Learning about being a part of a community.
- Learning about similarities and difference in other countries and cultures.

Communication and Language

- Listen to others one to one and in small groups.
- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Listen and respond to stories with a focus on fairy stories
- Begin to understand 'why' and 'how' questions.
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Talk for writing – learning to retell stories and discuss events, characters and what might happen next. Identify patterns e.g. what happens to 'good' and 'bad' characters in stories.

British Values

Marking British occasions and festivals:
-St George's Day
-Summer solstice
-Father's Day
-Sports Day

Being part of a local community through outings and partnerships with local schools and nurseries.
Learning about British weather and the seasons.
Learning about Consequences and Rules.
Learning to acknowledge other people's feelings and forgive people who have hurt us.

Physical Development (PE)

- *Circle games and spatial awareness games.
- *Further develop pincer skills and letter formation.
- *Play a variety of games to develop control and coordination.
- *Use tools in their sand play, play-dough and design technology.
- *Understand that regular exercise, eating, sleeping and hygiene can contribute to good health.
- *Moving our bodies in a variety of ways and with increasing control.
- *Develop confidence through physical activity-Clip n Climb, Sports day practise.

**Summer Term 2019
Ruby Class**

Understanding the World (Science, Computing, history, geography and RE)

Science: Life cycles (caterpillar into a butterfly/ tadpole into a frog). The children will explore growth and change through learning about different life cycles. The children will also be finding out more about their bodies and how to look after them.

Geography: Explore the other parts of the world compared to their own locality looking at contrasting physical features of different locations. Use world maps, atlases and globes to identify United Kingdom in relation to other countries and embed existing knowledge continents and oceans. The children will also take part in simple field work in order to study the geography of their school and the key human and physical features of the surrounding environment.

History: The children will explore both events beyond and within living memory and compare them with life, objects and places today. They will learn about people or characters of historical significance and consider how the achievements have impacted on life today.

RE: To consider what it means to belong to a religious community. To further explore Christians celebrations and compare to other religions or beliefs.

Cooking and Nutrition

Learning about a balanced diet and exercise! Investigate and try food from around the world.

Mathematics

- *Counting to 20 reliably and begin to place numbers in order.
- *Number recognition and using numbers in their play.
- *Begin to use the concepts of addition and subtraction using objects to support their understanding.
- *Number stories and rhymes that include zero, secure knowledge of number bonds to 10 and 20.
- *To be able to count to 20 in 2's.
- *Measuring – investigate weight and capacity
- *Find one less than a given number up to 10.
- *Solve problems including doubling, halving and sharing.

English

Read variety of fiction and non-fiction topic themed books. **Texts:** Julia Donaldson books, various poems and non-fiction texts about life cycles, countries and animals.

Make labels, captions and instructions to accompany our DT projects.

Label paintings, pictures and models.

Role play character profiles, scripts, songs, programs and instructions for our performance area.

Writing: to include narrative story writing, non-chronological reports (science Links) and instructional writing. Provide additional mark making tools/clip boards outside within outside environment.

Reading dens inside and outside.

Phonics – (this is discreet and not linked to any topic)

Mark making and labelling in a variety of situations

Creative Development (Art/D&T/Music/Dance)

We will continue to explore materials and their purposes through the completion of DT projects this term.

The children will experiment with creative movement and dance and learn important performance and evaluating skills.

In music the children will engage with tuned and un-tuned instruments. We will work collaboratively to compose a new song or tune for an animated character or film.

In Art we will be learning about Georges Seurat and looking at some of his work, before attempting to create our own masterpieces!

Children are always encouraged to pursue and learn through their own interests and experiences.