

## OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

### Prime Area: Personal, Social and Emotional Development

To try new activities and say why they like some activities more than others.

To speak confidently to others about their own ideas.

To create a superhero persona including names, outfit and personalities.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

To be able to dress and undress for PE.

To take part in key person time involving discussions with an adult and peers.



Summer Term 1

Wow Moment: Superhero Day –

superhero dress up – Tuesday 23<sup>rd</sup> April

Home Learning Challenge – see attached  
– due in Thursday 23<sup>rd</sup> May

### Prime Area: Communication and Language

To listen to Supertato and to predict the ending of the story.

To verbally sequence the events in Supertato through story mapping and telling.

To create roles and experiences through the use of role play, introducing storylines or narratives.

To share special objects/things through show and tell.

To take part in group games involving communication within key person time.

### Specific Area: Understanding the World

To take part in Forest Schools.

To log on to the school computer network.

To use simple paint programmes to create pictures.

To write names into a word processing programme.

To use the interactive whiteboard.

To take part in environmental day.

To understand the role of the different emergency services and how they help us.

To explore the differences between the services past and present.

### Specific Area: Mathematics

To recognise and select the correct numeral from 1 to 20.

To counts out up to 20 objects from a larger group.

To count actions or objects which cannot be moved.

To counts an irregular arrangement of up to 20 objects.

To use the language of 'more' and 'fewer' to compare two sets of objects.

To finds the total number of items in two groups by counting all of them.

To identify the number that is one more or one less than a given number up to 20 objects.

In practical activities and discussion, begin to use the vocabulary involved in adding, subtracting, doubling, halving and sharing.

To estimate how many objects they can see and check by counting them.

### Prime Area: Physical Development

To gain control over fastenings when getting dressed and undressed for P.E sessions.

To use a correct pencil grip and gaining control with mark making implements.

To continue to develop fine motor skills through the use of finger gym activities.

To create a superhero dance moving confidently in a range of ways and negotiating space safely.

To take part in obstacle courses linked to superheroes.

To take part in Forest Schools.

### Specific Area: Expressive Arts and Design

To use and explore a variety of material, tools and techniques to make models of emergency vehicles.

To colour, design, texture, form and function to create representations of fire and water.

To learn songs linked to fire safety.

To create music linked to the elements of fire and water.