

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 know how to make good friendships.

To understand how to treat our friends with respect.

To know how to help themselves and others when they feel upset or hurt.

Specific Area: Understanding the World

To use technology in the classroom to supplement their learning.

To take part in environment day.

To ask questions and show interest in occupations.

To look at technology used by the Emergency Services recognising that technology is used in a variety of places.

To talk about the past and present.

To explore the Muslim festivals of Ramandam (12th April-12th May) and Eid (12th and 13th May) and compare with celebrations which we take part in.



Summer Term 1

Foundation

Wow Moment: Superhero dress up day

Monday 19th April (More info to follow)

Home Learning Challenge – see attached

Specific Area: Mathematics

To copy and create repeated patterns.

To add together by counting on.

To understand that a quantity can be changed by taking items away.

To recognise and use the numbers to 20.

Prime Area: Physical Development

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.

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 use Tales Toolkit to explore how to write and tell a story.

Specific Area: Literacy

To complete phase 3 letters and sounds.

To read words and understand simple sentences.

To use phonic knowledge to decode regular words and read them aloud accurately as well as some common irregular words.

To talk with others about what they have read.

To write our own names, labels and captions.

To attempt to write simple sentences - speech bubbles, story boards, stories.

To identifying and create rhyming strings.

To read and enjoy other stories linked to superheroes.

Specific Area: Expressive Arts and Design

To paint using hot and cold colours.

To make vehicles using a variety of joining methods and tools.

To make and respond to music inspired by fire and water.