

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, interests and dislikes.

To ask for help when they need it.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

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

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 find a website and understand basic e-safety.

To use the interactive whiteboard.

To explore the Royal Family's family tree.

To explore the Queen's home and compare it to where we live.

To identify places that are special to us and other people.

To explore Buckingham Palace and castles.

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 letter formation.

To learn to write on the line.

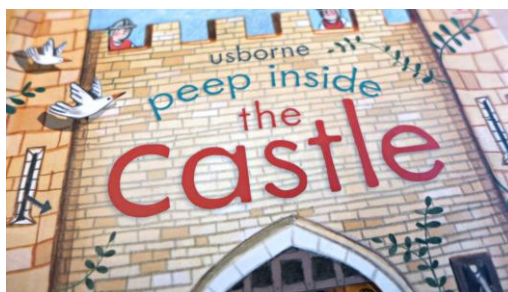
To prepare for sports day by completing athletics activities including running, skipping and throwing.

To understand the importance of physical exercise and a healthy diet.

To move in time with the music.

To take part in Toddle Waddle with Pre-school.

To take part in Forest Schools.



Sunflower Class Summer Term 2

Wow Moment: Queen's 90th

Birthday Party

Home Learning Project: My family tree

Specific Area: Mathematics

To subtract by counting back.

To count in 2s, 5s, and 10s.

To count to and back from 20.

To use everyday language to talk about length, weight and capacity.

To solve problems including doubling, halving and sharing.

To recognise, describe and create patterns.

Prime Area: Communication and Language

To listen to a range of stories, anticipating events, and responding to questions.

To verbally sequence the events in stories 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 speak confidently using the past, present and future tenses when talking about events in their lives.

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

To take part in Father's day service.

Specific Area: Literacy

To complete phase 4 letters and sounds, revisiting phase 2 and 3 where necessary.

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 labels and captions - parts of the castle.

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

To identify and create rhyming strings linked to poetry.

To read and enjoy other stories linked to our topic.

To understand the difference between fiction and non-fiction.

Specific Area: Expressive Arts and Design

Role play areas: Castles

To make rubbings, exploring texture to make a castle.

To complete paintings of our families.

To make flap door castles.

To explore parade and procession music.

To take part in medieval style dance.