

## 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.

To be able to dress and undress for PE.



Summer Term 2

Wow Moment: African Market Day

(approx. cost £4) Monday 12<sup>th</sup> June

Home Learning Challenge – Plants and Growth Home Learning Challenge (see attached) Due in Monday 17<sup>th</sup> July.

### Prime Area: Communication and Language

Role play: African Hut

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: 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 find a website and understand basic e-safety.

To use the interactive whiteboard.

To take part in celebrations and birthdays (the Queen, Trooping the Colour, festivals and fetes in our locality).

To explore British customs and traditions (swan upping on the Thames).

To compare villages and cities in the UK.

To explore the Legend of King Alfred and the Burnt Cakes.

### Specific Area: Mathematics

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

To use everyday language to talk about position and distance to compare quantities and objects and to solve problems.

To consolidate learning against the Early Learning Goal and revise any areas which still need further development.

### Specific Area: Literacy

To complete phase 3 or 4 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 places around the world.

### 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 take part in Forest Schools.

To learn African inspired dance.

To create African instruments.

To take part in African animal yoga.

To prepare for sports day.

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.

### Specific Area: Expressive Arts and Design

To create festive bunting and flags.

To explore decorative balloons.

To explore traditional songs and dances including Morris Men.

To respond to music from the proms.