

# Reception Autumn A

## CLL& Lit

**Develop concentration and listening skills-** Work in small groups, talking about home and community.

**Begin to use past, present and future forms accurately when speaking. Use talk to organise, sequence and clarify thinking.**

Talk about their own homes and families and what people do to celebrate different festivals. Talk about what happens in autumn and what we see at Aston Park.

**Follow simple instructions correctly.**

**Handle books carefully and turn pages correctly.** Develop an interest in books and look at them independently.

**Joins in with repeated refrains and anticipates key events in rhymes and stories. Use vocabulary and forms of speech that are increasingly influenced by books. Retell stories verbally in the correct order.** Owl babies and So much.

**Listen to and join in with rhymes and poems.** Sing a variety of rhymes and listen to the Poem goodnight moon.

**Understand that some books are fiction and some books are non-fiction.** Look at and read a non-fiction book about autumn.

**Learn to recognise and write phase 2 and 3 phonemes. Blend sounds to read cvc words and segment sounds to write cvc words. Learn phase 2 and 3 tricky words. Write sentences representing some sounds correctly and in sequence.**

## PSED

**Understand the rules and routines of school and behavioural expectations.** Role play with puppets acceptable and unacceptable behaviour. Make up class rules together. Circle time.

**Build relationships with adults and peers.** Role play with puppets how to make and maintain friendships and how to be kind to others, Circle time.

**Play co-operatively and take turns with others.** Roleplay with puppets and toys. Circle time

**Develop confidence and select resources in the classroom independently. Ask for help when necessary.** Work in small groups and one to one with adults.

## MD

**Recite numbers in order to 20 correctly and then to 100. Count backwards from 20.** Rote counting daily. Use puppet who needs help to learn to count.

**Recognise and write numerals from 1 to 20 and then to 100.** Practise number recognition daily. Practise forming numbers with a range of media. Small and large scale inside and out.

**Count accurately and match numeral to quantity. Select out amounts from a large group.** Play counting games, count different items in the classroom and objects that cannot be moved.

**Recognise small amounts instantly. (Subsiding)** Play with dice, dominos and small amounts of objects. Play counting games.

**Place numbers from 0-20 in the correct order.** Order numbers inside and outside.

**Compare groups of objects, recognising when they have the same amount.**

**Use the words more and fewer to describe groups of objects.** Play number games with lots of different resources teddies, cars, food etc.

## All About Me

## UW

**Show interest in the lives of people who are familiar to them.**

**Shows interest in different occupations and ways of life.** Talk about the people in their family and learn about people in other people's family. Talk about what their families do at home and where they go.

**Knows some of the things that make them unique and can talk about similarities and differences.** Compare their family with the family of others. Look in mirrors and talk about their own reflection. Talk about what is special about them. Discuss how people have different skin, hair and sizes. Discuss the languages they speak and where their family is from.

**Comments and asks questions about aspects of their familiar world. Talk about some of the things they have observed. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Look closely at patterns and change.**

Go on an autumn walk to Aston Park. Look for signs of autumn and the changes that happen at this time. Talk about what they see.

**Make observations of animals and explain why some things occur. Show care and concern for living things.** Hedgehog rescue visit. Children to closely observe hedgehog and learn how we can help hedgehogs in the wild.

## PD

**Holding pencils correctly, forming letters correctly and sitting them on the line.**

Practise handwriting daily. Practise forming letters using different media: paint, shaving foam, water, playdough.

**Children to learn about why exercise is important.** Discuss what exercise is. Try different types of exercise. Discuss what exercise we do and what we enjoy. Encourage children to be as active as possible.

**Experiment with moving in different ways E.g. rolling, slithering, jumping, hopping, skipping.** Move around in different ways during P.E and in the outside area. Create an autumn dance.

**Safely negotiating space when moving.** Practise running safely in different environments.

**Jump off equipment and land appropriately.** Practise on a range of equipment during P.E lessons.

**Dress and undress independently. Get changed for P.E.**

## EAD

**Learn a range of songs.** Songs about families and autumn.

**Make music and dance** Make up own songs about autumn and an autumn dance.

**Use a variety of media and materials in different ways.** Create simple representations of their family and autumn objects and animals.

**Represent their own ideas, thoughts, and feelings through different media.**

Create an autumn dance. Use their imagination to make their own creations.

**Experimenting with mixing colours and ways of changing colours.**

Mix colours with support to create observational paintings of ourselves and autumn leaves. Make prints of autumn leaves and autumn objects.

**Describe texture and look at different textures.** Describe the texture of different autumn objects. Print autumn objects into clay to look closely at the textures.

# Reception Autumn B

## CLL&Lit

Joins in with repeated refrains and anticipates key events in rhymes and stories. Use vocabulary and forms of speech that are increasingly influenced by books. Retell stories verbally in the correct order. Retell a range of traditional tales.

Describe main story settings, events and principal characters. Write wanted posters, describe the setting of the Giant's castle and a description of the giant. Talk about the different characters in the story- The jolly postman.

Understand that some books are fiction and some books are non-fiction. Look at and read non-fiction books about Diwali and Hanukah.

Children express themselves effectively using past and present correctly when speaking. Speak clearly to parents during our Christmas concert.

Read a variety of different poems about: Fireworks. Write own firework poems.

Know how to retrieve information from books and computers.

Understand the difference between fiction and non-fiction texts. Find out information about Diwali, Christmas and Hanukah using non-fiction books and the internet.

Continue to practise recognising and applying phase 2 and 3 phonemes into their writing.

Continue to practise writing sentences independently using a capital letter, finger spaces and a full stop. Write sentences about the characters from the stories. Write letters and cards.

Read and write phase 2 and 3 tricky words and write cvc words using phase 3 phonemes.

## PSED

Children to identify different feelings. Talk about feeling sad, happy, angry, excited, embarrassed etc. and what makes them feel his way.

Show sensitivity to the needs and feelings of others. Talk about the feelings of different characters in stories and why they may feel that way. Talk about how own actions can affect other people.

Continue to build relationships with adults and peers.

Play co-operatively and take turns with others. Roleplay with puppets and toys. Circle time

Develop confidence and speak in small groups and in front of the whole class.

Understand what bullying is and this unacceptable behaviour. Read/watch Topsy and Tim and the Bully. Talk about what bullying is and what they should do about it.

## MD

Recite numbers in order to 20 correctly and then to 100. Count backwards from 20. Rote counting daily. Use puppet that needs help to learn to count.

Recognise and write numerals from 1 to 20 and then to 100. Practise number recognition daily. Practise forming numbers with a range of media. Small and large scale inside and out.

Combine 2 groups of objects and add and subtract 2 single digit numbers. Use dice, dominos, number spinners for children to identify their own addition and subtraction problems. Children to use concrete objects to add and subtract single digits. Begin to record their calculation with pictorial representations and marks they can interpret and explain.

Say the number that is 1 more and 1 less than each number to 20 and then 100. Daily practise of 1 more and 1 less. Sing songs to support children with finding 1 more and 1 less.

Compare 2 items by weight. Compare items using a pan balance. Say which of Santa's presents are the heaviest. Weigh items using non-standard measures and order them by weight. Use the words heavy and light correctly.

Name and describe 2D and 3D shapes. Look at the shapes of objects in our environment and describe them using mathematical language. Make shapes using a variety of materials. Make shape pictures using 2d shapes and describe the shapes we have used. Make models using 3d shapes and name and describe the shapes we have used.

## Festivals/Traditional tales

## UW

Recognises and describe special times or events for family and friends. Talk about how children/adults in our school celebrate Bonfire night, Hanukah and Diwali. Discuss why or why not we celebrate these things.

Look closely at similarities, differences, and change. Make porridge. Look at how it changes when it is heated.

Can talk about some of things they have observed. Try a range of different fruits and vegetables and look at them closely with magnifying glasses.

Shows skills in making toys work. Shows an interest in technological toys. Experiment with making beebots and remote control toys work. Learning about how to keep safe when using computers and the internet.

Shows interest in different occupations and ways of life. Learn about the role of the police and the postal workers.

## PD

Holding pencils correctly, forming letters correctly and sitting them on the line.

Practise handwriting daily. Practise forming letters using different media: paint, shaving foam, water, playdough.

Show understanding of the need for safety when using the internet and computers. Learn about what to do when using computers and unwanted information pops up.

Develop understanding that a healthy diet can contribute to good health. Children understand the importance of a healthy diet and talk about ways to keep healthy and safe.

Children to sort healthy and not so healthy foods. Begin to learn about food groups and discuss what we should eat lots of and what we should eat a little bit of. Make a healthy breakfast for Goldilocks. Discuss why she should have fruit with her breakfast. Children to discuss what they should do if they see someone being bullied or they are bullied themselves during anti bullying week.

Safely negotiating space when moving. Practise running safely in different environments.

Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begin to be confident when climbing. Practise climbing on a variety of equipment in different ways going over, under and through.

Jump off equipment and land appropriately. Practise on a range of equipment during

## EAD

Learn a range of songs. Sing a range of songs related to Diwali, Christmas and bonfire night.

Make music and dance. Make up own songs about Diwali and Christmas and make up dances to perform in our Christmas concert.

Use a variety of media and materials in different ways. Create simple representations of traditional tales characters and Christmas characters. Make puppets, masks, cards snowflakes, castles

Represent their own ideas, thoughts, and feelings through different media.

Create a snowflake dance. Use their imagination to make their own creations.

Use various construction materials to make simple representations. Use their own ideas to make their own representations.

Choose particular colours to use for a purpose. Discuss what colours things usually are and why we should use these colours. Talk about how to make these colours using paint.

# Reception Spring Term A

## CLL/Literacy

**Identifying rhyming words and continuing a rhyming string.** Playing rhyming games, read rhyming books- The cat in the hat.

**Retell stories and create own stories.** Retell the stories: We're going on a bear hunt and Handa's surprise. Create own version of Rosie's walk with Rosie taking a walk around school.

**Know how to retrieve information from books and computers. Understand the difference between fiction and non-fiction texts.** Find out information about Chinese New Year and bears using non-fiction books and the internet.

**Ask and answer questions and use a question mark correctly.** Ask people who look after our environment about what they do.

**Follow a series of instructions correctly.** Write and follow instructions for where to go on a walk around school.

**Continue to practise recognising and applying phase 2 and 3 phonemes into their writing.**

**Continue to practise writing sentences independently using a capital letter, finger spaces and a full stop.**

**Begin to write polysyllabic words independently and continue to practise writing cvc words.**

**Begin to use question marks and exclamation marks in their writing.**

**Read and write phase 2, 3 and 4 tricky words.**

## PSED

**Children to identify different feelings.** Talk about feeling sad, happy, angry, excited, embarrassed etc. and what makes them feel his way.

**Children to say how they and others show their feelings.**

Talk about how they show their feelings and observe others and talk about how they might be feeling and why.

**Understanding the rules and boundaries in school and talk about why these rules are important.**

Continue to discuss what we should and shouldn't do in school and why.

## The world around us

## MD

**Recognise, create and describe patterns.** Look for patterns in the environment. Continue patterns that have been made by others. Create their own patterns using a variety of resources.

**Use and understand positional language.** Follow and say instructions using positional language. Direct others on a walk around school using positional language.

**Order 2 or 3 items by height, length and capacity using mathematical vocabulary to describe them.** Compare items from around school using the words tall, short and long. Measure items using non-standard measures and put them in order from the tallest to the shortest and the longest to the shortest. Use the words full, empty and half full to describe the capacity of containers. Measure capacity using non-standard measures and order containers by capacity.

**Say the number that is 1 more and 1 less than each number to 20 and then 100.** Practise 1 more and 1 less in different contexts: Amount of fruit in a basket, Amount of people in the shop.

**Making amounts with money and finding change.**

Make amounts with 1 and 2 pence. Role play buying items in a shop.

## UW

**Recognises and describe special times or events for family and friends.** Talk about how children in our class celebrated Christmas and Chinese New Year. Discuss why or why not we celebrate these things.

**Talk about the features of their own environment.** Go on a walk in the local area and talk about what they see. Say what they like and don't like and why.

**Talk about similarities and differences between their own environment and other environments.** Compare Aston with the Arctic, Savannah, beach Jungle and the environments from stories- We're going on a bear hunt and Kenya (From book Handa's surprise) Discuss if children have ever been to any other environments.

**Children understand that they need to take care of their environment.** Discuss pollution in our environment and around the world. Discuss animals and plants that need us to take care of them.

**Children understand that people in their community help to take care of their environment.** Discuss the role of the Refuse collectors, Gardeners, Police, Fire Fighters and why they are important.

**Completes simple programs on a range of ICT equipment.** Use technology to create and continue patterns, use a word processor, play games to support learning in mathematical development. Use the internet to find out information about Chinese New Year, bears and other environments around the world. Program a bee-bot to go on a walk.

**Identify technology that is used in homes and schools and talk about how technology made life different in the past.** Go on a technology hunt around school and talk about the technology that we have in our homes. Discuss how life was different in the past and the different technology used.

## PD

**Holding pencils correctly, forming letters correctly and sitting them on the line.** Practise handwriting daily. Practise forming letters using different media: paint, shaving foam, water, playdough.

**Children to learn about why exercise is importance.** Discuss what exercise is. Try different types of exercise. Discuss what exercise we do and what we enjoy. Encourage children to be as active as possible.

**Experiment with moving in different ways E.g. rolling, slithering, jumping, hopping, skipping.** Move around in different ways during P.E and in the outside area. Move across mats, benches and climbing equipment in different ways.

Create a Chinese new year dragon dance.

**Travels with confidence and skill around, under, over and through balancing and climbing equipment.** Practise climbing on a variety of equipment in different ways going over, under and through and become more confident.

**Safely negotiating space when moving.** Practise running safely in different environments.

## EAD

**Continue to learn a range of songs.** Songs about fruit, bears and Chinese New Year.

**Make music and dance** Make up own rhythms and dances for Chinese New Year.

**Use a variety of media and materials in different ways.** Create hats like Handa, binoculars. Create a large Chinese dragon together. Create individual dragons and Chinese lanterns.

**Represent their own ideas, thoughts, and feelings through different media.**

Create a dragon dance. Use their imagination to make their own creations in response to Chinese New Year, and the stories of Rosie's Walk. Through my Window, We're going on a bear hunt and Handa's Surprise.

# Reception Spring Term B

## CLL/Literacy

**Children express themselves effectively using past and present correctly when speaking.** Speak clearly to the whole school and to parents during our Class assemblies.

**Read a variety of different poems about: food, spring and Mother's day.** Learn and recite poems for class assemblies.

**Know how to retrieve information from books and computers. Understand the difference between fiction and non-fiction texts.** Find out information about Holi, spring and Easter using non-fiction books and the internet.

**Ask and answer questions and use a question mark correctly.** Ask questions about what we would like to find out about Holi, spring and Easter.

**Read and follow a series of instructions correctly.** Read and follow instructions on how to make Easter food and how to plant seeds.

**Write instructions** Write instructions on how to make Easter food and plant seeds.

**Continue to practise recognising and applying phase 2 and 3 phonemes into their writing.**

**Continue to practise writing sentences independently using a capital letter, finger spaces and a full stop.** Write sentences about our Mums and about the festivals of Holi and Easter.

**Write polysyllabic words independently and continue to practise writing ccvc and ccvc words.**

**Use question marks and exclamation marks in their writing.**

**Read and write phase 2, 3 and 4 tricky words.**

## PSED

**Children to identify different feelings.** Talk about feeling sad, happy, angry, excited, embarrassed etc. and what makes them feel his way.

**Children to say how they and others show their feelings.**

Talk about how they show their feelings and observe others and talk about how they might be feeling and why.

**Understanding the rules and boundaries in school and talk about why these rules are important.**

Continue to discuss what we should and shouldn't do in school and why.

**Develop confidence to speak whilst performing assemblies.** Each class to perform an assembly to the whole school.

## Spring Celebrations

## MD

**Learning to solve simple problems involving doubling, halving and sharing using practical objects.** Halve different foods and playdough and paper.

(Shape) Halve different amounts using practical objects. (Number) Double using a range of practical resources. Solve practical problems sharing fruit, toys and practical objects.

**Learning to add 2 single digit numbers using objects and then moving on to count on to add.** Use a variety of resources to add single digit numbers. Use pictorial representations to record our calculations. Count on to add from different numbers mentally and with fingers. Use number lines to count on.

**Record using marks they can interpret and explain.** Use written recording methods for calculations.

**Learning to subtract single digit numbers and then moving on to counting back to subtract.** Use a variety of resources to subtract single digit numbers. Use pictorial representations to record our calculations. Count back to subtract from different numbers mentally and with fingers. Use number lines to count back.

**Solving simple word and practical problems using addition and subtraction.** Solve problems involving spring, and Easter items.

## UW

**Recognise and describe special times or events for families or friends. Remembers and talks about significant events in their own experience. Know about similarities and difference between themselves and others and among families communities and traditions.** Talk about how children in our class celebrate Easter, Holi and Mother's day. Discuss why or why not we celebrate these things.

**Children make observations of animals and plants and talk about changes. Explain why some things occur.** Observe and discuss the changes that happen in spring. Talk about why these changes occur. Go on a spring walk to the park

**Talk about similarities and differences in relation to places, objects, materials and living things.** Talk about how the park is different in spring to the autumn.

**Understand how to conduct a simple science experiment.**

Experiment with what happens to different materials when they are heated or cooled.

**Know the properties of some materials.** Make predictions about what will happen to different materials when they are heated or cooled.

## PD

**Developing hand eye co-ordination skills showing increasing control with pushing, patting, throwing catching and kicking.** Develop skills using a variety of resources balls, bean bags, bats, hockey sticks, quoits, javelins etc.

**Develop good control and co-ordination in large and small movements.** Create dances for spring, Mother's day and Easter.

**Use simple tools correctly.** Use scissors, hammers, hole punches, brooms etc.

**Holding pencils correctly, forming letters correctly and sitting them on the line.** Continue with daily handwriting practise and writing letters with a range of materials.

## EAD

**Continue to learn a range of songs.** Songs about Mother's day and Easter. Perform songs to parents during assemblies.

**Make music and dance** Make up own rhythms and dances for Mother's day and Easter.

**Use a variety of media and materials in different ways.** Create presents for Mother's day, Mother's day cards, masks and Easter bonnets.

**Represent their own ideas, thoughts, and feelings through different media. Make decisions about how media and materials can be combined and changed.**

Create dances for mother's day. Use their imagination to make their own creations in response to Mother's day, spring, Holi and Easter.

**Experimenting with mixing colours and ways of changing colours.** Mix colours and throw powder paint onto paper when learning about the festival of Holi

**Describe texture and look at different textures.** Describe the texture of different Spring items.

# Reception Summer term A

## CLL/Literacy

**Retell stories and create own stories.** Retell the stories: Whatever next and Mrs. Armitage on Wheels. Create own stories of another adventure in a rocket and Mrs. Armitage's car. Create own comic books.

**Know how to retrieve information from books and computers. Understand the difference between fiction and non-fiction texts.** Find out information about Space and the astronaut Chris Hadfield using non-fiction books and the internet.

**Ask and answer questions and use a question mark correctly.** Think of questions that we would like to ask Chris Hadfield about living in space.

**Read and follow a series of instructions correctly.** Read and follow instructions on how to wash your hands in space and how to brush your teeth.

**Write instructions** Write instructions on how to wash your hands and how to brush your teeth.

**Continue to practise recognising and applying phase 2 and 3 phonemes into their writing.**

**Begin to learn alternative graphemes for the phase 3 phonemes. (Phase 5)**

**Continue to practise writing sentences independently using a capital letter, finger spaces and a full stop.** Write sentences about space.

**Write polysyllabic words independently and continue to practise writing cvcc and ccvc words.**

**Use question marks and exclamation marks in their writing.**

**Read and write phase 2, 3 and 4 tricky words correctly.**

## PSED

**Children to follow group games with rules.** Learn how to play hockey and football and play these games as a group independently. Make up and play simple board games as a group.

**Discuss how to solve minor disagreements by listening to each other and coming up with a fair solution.** Talk about super heroes and how they solve disagreements by listening. Role play what they should do in different situations.

**Children talk about the plans they have made to carry out activities and what they might change if they were to repeat them.** Discuss how Superheroes always think how they could be better next time. Model how to review what we have done.

**Talk about what they are good at, what they enjoy and what they do not find easy.** Think about how we are super heroes and what our special powers are. (What we are good at) Think about what we would like to get better at and what we need more help with.

# Space/Superheroes

## MD

**Naming and describing 2D and 3D shapes.** Look at the shapes of objects in our environment and describe them using mathematical language. Make shapes using a variety of materials. Make shape pictures using 2d shapes and describe the shapes we have used. Make models using 3d shapes and name and describe the shapes we have used.

**Talk about time using everyday language and begin to use mathematical language. Measure short periods of time in simple ways.** Tell time to the nearest hour/half hour. Experiment with how many different things we can do in a minute. Use sand timers to measure time. Use stop watches to experiment with how long it takes us to do things.

**Order and sequence familiar events.** Order the sequence of the school day, how to brush your teeth, how to wash your hands and how to plant seeds.

**Solving practical problems involving groups of 2 5 and 10.** Learn how to count in 2s, 5s and 10s. Count groups of objects in 2s, 5 or 10s.

**Sharing amounts into equal groups.**

Practically divide different amounts by sharing objects into groups of 2, 5 or 10. Use familiar objects such as shoes, sock, bunches of bananas etc.

**Making amounts with money and finding change.** Make amounts using 2ps, 5ps and 10ps and calculate amounts by counting groups of 2, 5, and 10 pence.

Subtract by counting back to find change. Make amounts using a variety of coins. Role play being shop keepers and customers.

## UW

**Talk about similarities and difference in relation to places, objects, materials and living things.** Talk about how environments vary from one another. Talking about similarities and differences between the moon, space and the earth.

**Using a variety of ICT applications to record events.** Use You tube, to watch videos about the Astronaut Chris Hadfield. Use a range of technology to contact him. Use I pad to record our own roleplays and act out and retell stories about space and super heroes.

**Learn about different occupations and ways of life.** Discuss the role of Astronauts and what they do in the space station.

**Select and use technology for particular purposes.** Find out where the International space station is currently and track its movement. Make videos about how to keep healthy.

## PD

**Children know the importance of hygiene and talk about ways to keep healthy and safe.** Learn how to wash hands and brush teeth correctly and why this is important.

**Children know about the importance of sleep.** Learn about why sleep is important and talk about the time that we go to bed and how many hours we sleep for.

**Children know the importance of physical exercise and a healthy diet.** Make posters and videos to explain to others what to do.

**Developing hand eye co-ordination skills showing increasing control with pushing, patting, throwing catching and kicking.** Develop skills using a variety of resources balls, bean bags, bats, hockey sticks, quoits, javelins etc.

**Use simple tools correctly.** Use scissors, hammers, hole punches, brooms etc.

**Holding pencils correctly, forming letters correctly and sitting them on the line.**

Continue with daily handwriting practise and writing letters with a range of materials.

## EAD

**Continue to learn a range of songs.** Songs about Space.

**Make music and dance** Make up own songs about Super heroes.

**Use a variety of media and materials in different ways.** Create space helmets, astronauts, planets, Super heroes, masks and capes and our own super bicycles.

**Represent their own ideas, thoughts, and feelings through different media. Make decisions about how media and materials can be combined and changed.**

Use their imagination to make their own creations in response to Space and Super heroes.

**Describe texture and look at different textures.** Use clay and other media to create different textures.

# Reception Summer term B

## CLL/Literacy

**Retell stories in the correct order.** Retell the Rainbow fish, The Boy on the beach, the Little Mermaid and Mr. Grumpy's outing.

**Know how to retrieve information from books and computers. Understand the difference between fiction and non-fiction texts.** Find out information about sea creatures.

**Ask and answer questions and use a question mark correctly.** Ask questions about what they would like to find out about sea creatures

**Continue to use phase 2 and 3 phonemes into their writing.**

**Continue to write sentences independently using a capital letter, finger spaces and a full stop.**

**Write polysyllabic words correctly.**

**Use question marks and exclamation marks in their writing.** Make posters about how to keep safe at the beach and on the road.

**Begin to use inverted commas for speech.**

**Read and write phase 2, 3 and 4 tricky words.**

**Experiment with different types of writing lists, letters, post cards, labels, invitations, cards, instructions.**

## UW

**Recognise and describe special times or events for families or friends. Remembers and talks about significant events in their own experience. Know about similarities and difference between themselves and others and among families communities and traditions. Understand that people have different beliefs, attitudes, customs and traditions and that is important to treat them with respect.**

Talk about how children in our class celebrate Eid. Discuss why or why not we celebrate Eid.

**Children make observations of animals and plants and talk about changes. Explain why some things occur.** Observe sea creatures.

Learn about the life cycle of different sea creatures. Talk about what happens at each stage.

**Understand basic scientific concepts of floating, sinking and how to conduct a simple science experiment.** Experiment with conducting a simple science experiment on which objects and materials float and sink.

**Know the properties of some materials.** Make predictions about what will happen to different materials when they are placed in water.

**Completes simple programs on a range of ICT equipment.** Use technology to use a word processor, play games to support learning. Use the internet to find out information about sea creatures. Program a bee-bot to move around the classroom.

## PSED

**Children to continue to follow group games with rules.** Learn how to play hockey and football and play these games as a group independently. Make up and play simple board games as a group.

**Understand what bullying is and this unacceptable behaviour.** Talk about the actions of the fish in the story- The Rainbow Fish. Discuss what bullying is and what we should do about it.

**Understand that someone else's view can be different from theirs.** Talk about why the Fish behaved differently in the Story of the Rainbow fish. Talk about why the boy got lost in the story-The Boy on the Beach.

**Children to identify different feelings.** Talk about the feelings of the characters in the stories and why they are feeling this way.

**Children to say how they and others show their feelings.**

Talk about how the characters in the stories showed their feelings.

# Under the Sea

## PD

**Talk about ways to keep safe:** Learn about how to keep safe at the beach, near water and by roads.

**Shows understanding of the need for safety when tackling some challenges.** Talk about why we need to be careful in different environments.

**Developing hand eye co-ordination skills showing increasing control with pushing, patting, throwing catching and kicking.** Develop skills using a variety of resources balls, bean bags, bats, hockey sticks, quoits, javelins etc.

**Develop good control and co-ordination in large and small movements.** Create an under the sea dance

**Use simple tools correctly.** Use scissors, hammers, hole punches, brooms etc.

**Holding pencils correctly, forming letters correctly and sitting them on the line.** Continue with daily handwriting practise.

## MD

**Order 2 or 3 items by height, length and capacity using mathematical vocabulary to describe them.** Compare items from around school using the words tall, short and long. Measure items using non-standard measures and put them in order from the tallest to the shortest and the longest to the shortest. Use the words full, empty and half full to describe the capacity of containers. Measure capacity using non-standard measures and order containers by capacity.

**Say the number that is 1 more and 1 less than each number to 20 and then 100.** Practise 1 more and 1 less in different contexts: How many fish in the tack, how many animals in the boat.

**Learning to solve simple problems involving doubling, halving and sharing using practical objects.** Halve different foods and playdough and paper.

(Shape) Halve different amounts using practical objects. (Number) Double using a range of practical resources. Solve practical problems sharing fruit, toys and practical objects.

**Learning to add 2 single digit numbers using objects and then moving on to count on to add.** Use a variety of resources to add single digit numbers. Use pictorial representations to record our calculations. Count on to add from different numbers mentally and with fingers. Use number lines to count on.

**Learning to subtract single digit numbers and then moving on to counting back to subtract.** Use a variety of resources to subtract single digit numbers. Use pictorial representations to record our calculations. Count back to subtract from different numbers mentally and with fingers. Use number lines to count back.

**Solving simple word and practical problems using addition and subtraction.** Solve problems related to the stories Mr. Grumpy's outing, The Rainbow Fish, The boy on the beach.

**Begin to know mentally doubles to 10 and number bonds to 10 then 20. Estimate amounts and check by counting.**

## EAD

**Continue to learn a range of songs.** Songs about under the sea, at the beach and summer.

**Make music and dance** Make up own rhythms and dances for under the sea.

**Use a variety of media and materials in different ways.** Create under the sea scene, a beach scene and sea creatures.

**Represent their own ideas, thoughts, and feelings through different media. Make decisions about how media and materials can be combined and changed.**

Create an under the sea dance. Use their imagination to make their own creations in response to under the sea theme and the beach.

**Experimenting with mixing colours and ways of changing colours.** Mix colours correctly to create observational paintings of Sea creatures.

**Describe texture and look at different textures.** Describe the texture of different sea creatures. Create sea creatures using clay making a variety of textures.