

### PRIME AREA - Personal, Social and Emotional development

- Talking about what they have got better at. How have they done this?
- Interacting with others /co-operating
- Being sensitive to the feelings of others
- Looking at the class Learning Journey - things I am proud of.
- Circle time - talking about how they have changed.
- Make and develop their own relationships within the classroom setting
- Listen and take account of others ideas in conversations during circle times
- Feel confident when speaking in a familiar group, for example during show and tell
- Preparing for transition to Year 1



### PRIME AREA - Physical development

- Develop their ball skills - such as throwing, catching, balancing, rolling and kicking.
  - Developing hand/eye coordination.
  - Discuss and understand the importance of a healthy diet, physical exercise and keeping safe.
  - Develop their upper body strength by accessing all areas of the climbing frame such as moving in, over and through competently.
  - Hit a ball with a bat/racket.
  - Throw and catch a small ball.
  - Work as a team when using their skills during Sports Day.
  - Handle equipment and tools, including pencils, effectively for writing
  - Changing for PE
  - Putting on and zipping up coats.
- PE - Athletics  
Field Games (throwing, hitting, catching).

### PRIME AREA - Communication & Language

- Sort, describe or narrate information about a chosen animal.
  - Follow a story without pictures or props.
  - Follow instructions involving several ideas or actions within the classroom.
  - Anticipate key parts of a story and respond with relevant comments, questions or actions.
  - Develop their own stories by connecting ideas or events.
  - Show and tell - listening, questioning and descriptive skills.
- French - Food (fruits), Weather (hot/cold), clothes, counting (7, 8, 9, 10)



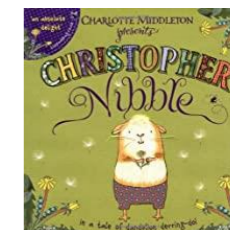
## On My Way!

### Africa Class

### Summer 2

#### KEY TEXTS

- Christopher Nibble - Charlotte Middleton
- The Very Hungry Caterpillar - Eric Carle
- Things with Wings - Paul Shipton
- Sunflower House - Eve Bunting



### SPECIFIC AREA - Literacy

- Discuss the lifecycle of plants through fiction using the Christopher Nibble story
- Design a 'how to grow a dandelion' poster using the Christopher Nibble story
- Identify features of non-fiction using Things with Wings text
- Create a non-fiction book about animals with wings (whole class).
- Speed Sounds Set 2/3
- RWI coloured phonics books.
- Segmenting, blending & speedy reading green words
- Red words read by sight.
- Discussing features of books (Author, illustrator and blurb).

### SPECIFIC AREA - Mathematics

- Subitising and Counting
- Composition of Numbers
- Sorting and Matching
- Comparing and Ordering
- Doubling
- Sharing and Grouping
- Even and Odd Numbers
- Spatial Reasoning (Visualise and Build)
- Patterns and Relationships to Number
- Spatial Reasoning (Mapping)
- Number bonds to 5/10



### SPECIFIC AREA - Understanding the World

- Use all senses to investigate mini beast /small creature's lifecycles,
- Understand the importance of flowers to mini beasts,
- Investigate the natural environment,
- Create model of mini beasts,
- Explore and investigate habitats on a mini beast hunt
- Select and use technology to record their findings.
- Draw maps of habitats around the school, plotting the wildlife within them.
- Life cycle of a butterfly (live egg, caterpillar to butterfly observation).

### SPECIFIC AREA - Expressive Arts & Design

- Make mini beast using open ended resources.
- Butterfly symmetrical paintings
- Join materials to represent the Hungry Caterpillar.
- Join materials they are using in a variety of ways.
- Drawing/painting sunflowers.
- Make seeded flapjacks/fruit kebabs.
- Explore different sounds of instruments.
- Charanga Music Programmes
- Play cooperatively as part of a group to develop and act out a story.
- Represent their own ideas through art, music, dance and role play.