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| **SKILLS FOCUS** | **Week 1****W.B - 23.4.19** | **Week 2****W.B - 29.4.19** | **Week 3****W.B - 6.5.19** | **Week 4****W.B - 13.5.19** | **Week 5****W.B - 20.5.19** | **Week 6****W.B - 3.6.19** | **Week 7****W.B - 10.6.19** | **Week 8****17.6.19** |
| **Personal, Social and Emotional Development**  | **I can talk about how to show my feelings.**Talk about things that make you feel happy. How do we feel after exercise? | **I can talk about my behaviour.**Read a variety of books that focus on feelings. Think about how the characters behaved. Discuss. | **I can understand and follow the rules.**Think of where we have rules. What are they? Why do we have them? | **I can stop and think before acting and can wait for things I want.**Recap on rules and last week’s discussion. What could we do when we are cross/unhappy? | **I can maintain control of my feelings.**Notice how our bodies feel when we experience different emotions. | **I can achieve an outcome without adult support.**Make a class list of all skills you have learnt and the things that you can now d independently. | **I can understand and follow the rules.**Create your own simple game in PE. Use a ball and make up your own rules. Teach it to someone else. | **I can usually adapt to changes in routine.**Think about what might happen next year. Look back at Tapestry and notice how you have changed. |
| **Communication and Language** | **I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**Introduce new topic. Ask children what they already know, what they would like to find out. Display this so that it can be referred to throughout topic.  | **I can listen attentively in a range of situations.**Give children opportunities to listen carefully. Circle time about what makes us healthy. Talk about what we eat? Encourage all children to be involved and listening to each other's ideas.  | **After listening to stories, I can express views about events or characters in the story and answer questions about why things happened**Talk about the story linked to Literacy. Talk about characters in the story. Sequence the story together.  | **I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future**Tell a friend how you made your fruit salad. Link to Literacy recount.  | **I can maintain attention, concentrate and sit quietly during appropriate activity.**Listen in a range of situations. When we have a visit from the Dentist encourage good listening from all children and to respond appropriately.  | **After listening to stories, I can express views about events or characters in the story and answer questions about why things happened**Talk about the story linked to Literacy. Talk about characters in the story. Sequence the story together. | **I can listen to instructions and follow them accurately, asking for clarification if necessary.**Give children jobs. Lunch register, taking things to the office, going to different classrooms to follow instructions. | **I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future**Talk to children from other classes and tell them what we have learnt this term about being healthy. |
| **Physical Development****MH****Alternative PE**  | **Crossbow** Alternative PE from outside coaches. | **Rocket ball**Alternative PE from outside coaches | **Tri golf**Alternative PE from outside coaches | **Soft Archery**Alternative PE from outside coaches | **Fencing** Alternative PE from outside coaches | A range of skills learnt from Alternative PE. Use CPD to suit needs of children. | A range of skills learnt from Alternative PE. Use CPD to suit needs of children. | A range of skills learnt from Alternative PE. Use CPD to suit needs of children. |
| **Physical Development** **HSC** | **I know the importance for good health and physical exercise and a healthy diet and talk about ways to keep healthy and safe.**Discuss balanced diets. What makes us healthy. Talk about what they already know and what children would like to find out about our topic.  | **I know the importance for good health and physical exercise and a healthy diet and talk about ways to keep healthy and safe.**Discuss balanced diets. What makes us healthy.  | **I can manage own basic hygiene and personal needs successfully**.Talk about importance of washing hands before and after food. General discussions about blowing our nose, keep our hands out of mouths etc.  | **I know the importance for good health and physical exercise and a healthy diet and talk about ways to keep healthy and safe.**Linked to healthy choices making fruit salad talk about healthy foods. | **I can manage own basic hygiene and personal needs successfully**.Visit for the dentist. Talk about how we keep our teeth clean.  | **can manage own basic hygiene and personal needs successfully**.Linked to Smile crocodile smile talk about keeping our teeth clean. | **I am aware of the changes of the ways I feel when I exercise.**Talk about effects exercise has on our bodies and mind.  | **I know the importance for good health and physical exercise and a healthy diet and talk about ways to keep healthy and safe.**Talk about what we have learnt so far this half term. Write one way we can stay healthy to add to a healthy book, poster.  |
| **Literacy (Reading)** | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. | RWIStories linked to topic and children’s interests. |
| **Literacy (Writing and PD)** | **I can say what makes me healthy.**What makes us healthy?Draw a picture of yourself. Label around the picture of the things that makes you healthy. | **I can make a healthy plate of food.**Have a paper plate. Discuss a balanced diet of carbohydrate, fats, oils, fruit and vegetables, meats and fish. Children to create a plate of balanced food. | **I can write a simple story.** Write a story based on children’s choice linked to healthy eating. Oliver’s Fruit Salad, Hungry caterpillar, Etc.  | **I can write a recount.**Make a fruit salad. Children write a recount of how they have made it.  | **I can write instructions.**Write some instructions on how we keep our teeth clean.  | **I can write a simple story.**Retell story of Smile Crocodile Smile. Rewrite simple version of the story.  | **I can write a fitness diary.**Children to complete a fitness diary at the beginning of the week. Repeat at the end of the week to see if it has improved.  | **I can write a poem**.Children to think about objectives to describe fruits or veg of their choice. Write a poem.  |
| **Mathematics**Ongoing-I can explore characteristics of everyday objects and shapes and use mathematical language to describe them. *Daily shape description.* | **I can count forwards and backwards to and from 20, starting at any number.**Continue a number sequence. Count forwards and/or backwards from a given number.***Count forwards and backwards daily.***Ongoing-**SSM**:**I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.** *Daily shape description.* | **I can say the number that is one more and one less than a given number.**Practise counting forwards and backwards during circle time, when lining up etc.***Count forwards and backwards daily.*** | **I can record using marks I can interpret and explain.**Learn number bonds to 10. Use numicon and cusinnaire to explore the relationship between addition and subtraction.***Count forwards and backwards daily.*****Begin to present addition formally.** | **I can count forwards and backwards to and from 20, starting at any number.**Practise counting along a number line. Link to addition and subtraction. Look at the relationship between them.**SSM: I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.**Talk about length, order ourselves according to height. Cut ribbons the same length as ourselves write your name on-tie to the fence outside.  | **I can count forwards and backwards to and from 20, starting at any number.**Practise counting along a number line. Link to addition and subtraction. Look at the relationship between them. | **I can use quantities of objects, add and subtract two single-digit numbers and count on or back to find the answer.**Revise children’s understanding of bonds to 10. Solve problems using part-part whole model.**SSM: I can estimate, measure, weigh and compare and order objects and talk about properties, position and time.**Use clocks to begin learning “o’clock and half past.” | **I can solve practical problems that involve combining groups of 2,5 or 10, or by sharing them into equal groups.**Use equipment to share objects between each other and with your friends. Talk about whether it is fair or not.*Count daily in 2s, 5s and 10.***SSM: I can talk about time.**Refer to the clock in our classrooms. Highlight and display significant times of day-eg 9 o’clock, 12 noon and 3 o’clock. | **I can solve practical problems that involve combining groups of 2,5 or 10, or sharing them into equal groups.**Encourage children to make collections of objects. Sort them into groups of 2s, 5s and 10 to count them more efficiently. *Count daily in 2s, 5s and 10.* |
| **Understanding the World** | **The World****I make observations of animals and plants and explain why some things occur and talk about changes. (exploring through play and real experiences).**Planting vegetables outside in the gardenLB- Sweet peas and tomatoes for challenge;KB- Peas/Mange tout and runner beansMD- Carrot seeds and one other veg. | **The World****I show curiosity and interest.** **I know about similarities and differences in relation to places, objects, materials and living thing.**Science experiment- what do plants need to live and be healthy?Plant in the cupboard, plant outside/water/no water | **People and Communities****I know about similarities and differences between myself and others.****I can celebrate myself and others. I can say positive things about other children. I can write positive notes/cards to my friends.**Descriptive wordsI know that the environment and living things are influenced by human activity-check science experiment-plants with no water or light | **People and Communities****I can talk about past and present events in their own lives and in the lives of family members.**Being healthy-growing from being babies to children?Babies drinking milk, blended food, hard food, changes as I grow up | **People and Communities****I know that other children don't always enjoy the same things and I am sensitive towards this.**PSED circle times Discussing playing with friends and chosing games to play or choosing to try someone else’s ideas... | **Technology****I can select and use technology for a particular purpose.** I can select appropriate applications that support an identified need.Using programs online to sequence growth of children and plants etcProgram tbc | **Technology****I can select and use technology for a particular purpose**. I can select appropriate applications that support an identified need.Using drawing programs on smart boards to draw plants and label properties | **People and Communities**I know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. |
| **Expressive Arts and Design** | **I can explore a variety of materials, tools and techniques.** Make paintings of fruits and vegetables. | **I can explore a variety of materials, tools and techniques.** Use charcoal pencils to draw different plants in our garden. |  **I can experiment with colour, design, texture, form and function.** Cut paper to create representations of vegetables. Use different textured paper and a variety of shades. | **I can use what I have learnt about media and materials in original ways, thinking about their purpose.** **Archimboldo** - Make self-portraits using fruits and vegetables. Use a photograph of your face and add fruits and vegetables for hair etc.  | **I can represent my own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories.**Link to children’s interests or display requirements. | **I can use what I have learnt about media and materials in original ways, thinking about their purpose.** Look at John Dyer prints. Paint simple representations of seaside objects in this style. | **I can use pictures and words to describe what I want to do.**Plan an obstacle course for outside in a small group. Record your plans using drawings and labels. (Teacher to model) Build according to plan.*Planning Permission as Early Excellence CPD* | **I can use pictures and words to describe what I want to do.**Work independently or in pairs to plan your own outdoor obstacle course. Add labels. Use plan to build.  |
| **Music**  | Melanie**I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit - Big Bear FunkStep 1 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit - Big Bear FunkStep 2 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.I can explore different sounds of instrumentsCharanga Unit - Big Bear FunkStep 3 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.# I can explore different sounds of instruments Charanga Unit- Big Bear Funk Step 4 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit –Big Bear FunkStep 5 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit- Big Bear Funk Step 6 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit –Big Bear FunkStep 7 | **I can sing songs and make music and experiment with ways of changing them.**Sing songs, make music and dance. Experimenting with different ways of changing them.Charanga Unit- Big Bear FunkStep 8 |
| **Educational Visits/Visitors/Special Events** |  |  |  |  |  |  |  | Sports Day Preparations |
| **Parental Involvement** |  | Ask parents to record any sports or fitness activities they do.  |  |  |  |  | Home Learning linked to fitness diary.  |  |