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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)** | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories linked to topic and children’s interests. | RWI  Stories 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 garden  LB- Sweet peas and tomatoes for challenge;  KB- Peas/Mange tout and runner beans  MD- 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 words  I 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 etc  Program 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 Funk  Step 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 Funk  Step 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 instruments  Charanga Unit - Big Bear Funk  Step 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 Funk  Step 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 Funk  Step 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 Funk  Step 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. |  |