



In Our Patch

Our curriculum theme for Term 5 is called 'In Our Patch'

Planning is flexible to enable the specific interests of the pupils to be incorporated but key foci for Teacher Directed activities this term are shown below.

P.S.E.D:

(Personal, Social and Emotional Development)

I can show resilience and perseverance in face of challenge (part 2).

I know how to be a safe pedestrian. (I understand the dangers of being near a road and what I can do to keep safe. I can find the safest place to cross. I know how to cross the road safely.)

JIGSAW- Relationships: What do we mean by family? Who is in my family and what jobs do I do in my family that make me belong? How does it make me feel?

I know how to make friends and stop myself feeling lonely. How does it feel to have friends? What makes a good friend?

Resolving issues: I can think of ways to solve problems and stay friends.

How do we speak to our friends? What do we mean by kind words? I am starting to understand the impact of unkind words.

I can use the Calm Me time to resolve issues. Continue to reward children for showing excellent attitude and behaviour.

What does it take to be a good friend? I know what it takes to be a good friend.

Weekly: mindfulness and yoga

Physical Development:

Daily 'Wake and Shake' activities.

Daily handwriting practice (focus on creating well-formed letters and of similar size)

Weekly- Yoga / FITT training (promoting core strength, balance and posture)

P.E.: (using large and small PE equipment). I can combine movements to create a simple sequence- movements include balances, rolling and jumping. I can use these sequences to create a story through dance e.g. Jack and the Beanstalk.

Fine motor skill activities- taught 2x weekly and available during CIA to include: scissor skills, finger knitting and to continue using a range of simple tools with control.

Communication and Language:

Importance of listening: I can relay messages and talk from a partner.

Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear. I can use known stories as a scaffold to create and develop new, original stories.

Responding to stories: I can share ideas for alternative events/ endings. What would happen if...?

I can express my own ideas effectively in front of a larger group.

I can respond to a variety of questions with relevant comments, questions or actions, drawing on own knowledge and experiences and adding detail.

I can use talk to explain how things work.

I can use talk to connect ideas and actions using a range of connectives (because, but, and).

I can use past, present and future tenses correctly when talking.

I can use talk to work out problems and share ideas.

Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

End of day session: singing, rhymes/poems and stories.

Makaton signing- signs for places and features within the environment

Literacy:

Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.

Mr Magpie- collect new and interesting words- Adults and children to use caught vocabulary throughout the week in different contexts.

I can decode graphemes and blend to read simple sentences with growing fluency and understanding (Phase 2 and 3) including consonant clusters.

I can read common exception words (from Phase 2 and Phase 3) and am beginning to recognise common exception words from Phase 4.

I can segment sounds (including consonant clusters) within words and use to write simple sentences within meaningful contexts.

I can spell known exception words with accuracy. (phase 2 and 3)

I use clearly identifiable letters to communicate meaning.

I can sequence ideas within story writing showing growing accuracy in using capital letters, finger spaces and full stops.

I can re-read sentences to check for sense.

Focused texts: Clothesline Clues to Jobs people do, Who's hat is this? Spring poems, One Springy Day, Marvellous Minibeasts,

Story Telling: Using known stories, children help create new stories from a selection of characters and props. Create a story map for each story and add vocabulary choices inc. repetitive phrases if used.

Non-fiction books linked to topic- Maps, People who Help us, Spring, Minibeast poems.

Mathematics:

White Rose Maths Scheme:

To continue to reinforce subitising, counting principles, composition of number, sorting and matching, comparing and ordering of number throughout the term- mental maths daily input.

I can build numbers beyond 10, representing these numbers using numicon and 10 frames.

I can identify counting patterns beyond 10- identifying teen numbers as 10 and a part.

Spatial reasoning: I can copy the arrangements of shapes and objects using positional language to describe the position of objects in relation to each other. I can explore tangrams.

Addition and Subtraction: I can explore addition and subtraction through solving and creating 'first, then, now stories'.

Expressive Arts and Design:

Daily class songs and action songs.

Charanga: Summer 1: Big Bear Funk

Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.

Music appreciation- Flight of the Bumblebee (Rimsky-Korsakov), Carnival of the animals (Fossils- Saint-Saens). I can talk about how music is used to represent movement of different animals.

Art Studio: I can add detail to my drawings.

Matisse: The Snail (I can use ripping and cutting to create paper shapes to make my own snail pictures).

I can create representations of familiar objects using a range of materials and techniques—making 3d blossom branches.

I can create a simple scarf for my Buddy Bear using a new skill- finger knitting.

Understanding the World

Talk time: I can name and describe the role different people play in our community inc bus drivers, police officers, fire and rescue service, hairdressers, shop workers, delivery drivers, teachers, refuse workers. I can share my own experiences of meeting people in our community. (create role play 'community' box for children to access during CIA).

I can talk about the similarities and differences of ways of life at different times and use the language of past/ present. This term's focus: shops and shopping/ school life/ travelling.

Share a range of fiction and non-fiction books to help children develop an understanding of the past and present: suggested titles include Dogger, The Toy Maker, Grandma's Quilt, When I was young.

I can identify the seasonal changes that Spring brings. I can talk about the life-cycles of frogs, butterflies and chicks.

Visit to our high street- what can we see? Can we see anything from the past? What do we like/ dislike in our environment?

Visit to local shop, library and park. Create our own maps of the local area.

Observe and interact with natural processes: I can explore with magnets and magnetic materials.

ICT: Easi-cars V2

Children will experiment and explore with control technology and develop their directional language,

Ch could create narratives about mini-adventures and journeys or create landscapes for the vehicles to travel through.

Ch must show their digital literacy skills by being able to share their equipment and be respectful.

Additional Curricular Events and Activities:

Makaton signing- themes: our local environment, people who help us, Spring.

Park school- Spring I spy and poetry plus making nests.

Community in Action: planting up containers for older members of the community.

(Litter pick from last term)

Library visit

Maths problem solving with parents- (from last term)

To continue the learning at home, as well as trying out the home learning challenges set each week, the following websites may be useful:

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

<http://www.ictgames.com/>

Don't forget to check out our class page on the website regularly to see what we have been up to in school and log into Phonics Bug to support your child in developing their phonic and reading skills.

