

Year R	Under the Sea	Summer Term 1 18 th - 28 th April 2017	2016/2017
<p>Communication and Language and Literacy</p> <p>1-Read 'commotion in the ocean</p> <ul style="list-style-type: none"> - complete a simple poem by filling in the blanks - either form work bank or own thoughts -write favourite part of story -U/A writing - Connective - 'because' - favourite part of 'Shaun the shy shark' story. <p>Write beginning/middle and end - 'Shaun the Shy Shark</p> <p>Reading and sounds- write</p> <p><i>LA- they listen to stories, anticipating key events and respond with relevant comments</i></p> <p><i>U- they answer how and why questions</i></p> <p><i>SP- they use past and present forms correctly</i></p> <ul style="list-style-type: none"> - they develop their own narrative and explanations by connecting ideas <p><i>W- write own name and other things such as labels and captions</i></p> <p><i>attempts to write short sentences</i></p> <ul style="list-style-type: none"> - children use phonics to write words matched to their spoken language they write some common irregular words they can write simple sentences which can be read by themselves and others some words are spelt correctly <p><i>R- they can read some common irregular words</i></p> <ul style="list-style-type: none"> -they read and understand simple sentences they use phonic knowledge to read words aloud 			
<p>Mathematics</p> <p>O&M - shapes and counting in 2,5,10</p> <ul style="list-style-type: none"> - estimating - O&M - Reciting counting in 2, 5, 10 <p>2- add and take away - bingo</p> <ul style="list-style-type: none"> - money <p>Big maths</p> <ul style="list-style-type: none"> -Discuss the times of the day - past/present/future - tizzy toy box - sequence <p><i>C- Uses developing ideas to solve practical problems</i></p> <ul style="list-style-type: none"> -find the total number v=from two groups counting numbers to 10 <p><i>SSM- recognises and describes shapes 2 and 3d</i></p> <ul style="list-style-type: none"> -recognises and recreates simple patterns -Uses developing mathematical ideas to solve practical problems -order items by height and length 			
<p>Creative Development</p> <p>Themed Under the Sea - role play</p> <ul style="list-style-type: none"> -Make clay fish - feeding the 5,000 - patterns on the fish - print using sea prints to make a sea scene -make a sea theme using different media -colour sea pictures using different media - crayons <p>sing - yellow submarine</p> <p>EUMM - they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function</p> <p>BI- they represent their own ideas and thoughts, feelings through design and technology, art, role platy and stories</p>			
<p>PSED</p> <p>Discuss spring - what changes? flowers grow, warmer etc - spring walk</p> <ul style="list-style-type: none"> -begin planting bulbs <p>How does God help in the cycle of growth?</p> <ul style="list-style-type: none"> - holiday news - Mr Cuddles <p>'The Parable Sower' and 'Feeding of the 5,000' story.</p> <p><i>MFB- children work as part of a group of class</i></p> <ul style="list-style-type: none"> -beginning to negotiate and solve problems 			

*MR- they take into account of one another's ideas
they show sensitivity to others needs and feelings*

*SCSA- they are confident to try new activities and say why they like some activities more than others
- they are confident to speak in a familiar group and will talk about ideas*

UTW

Spring walk - chn taking spring pictures

Discuss what animals you would see under the sea

When in the sea what would we use to look under the sea and travel on the sea?

-make clay fish and pattern

-Draw a sea creature on Dazzle -labelling with name e.g. fish, star fish and their own name- intro turning on and off computers

T- they use technology for a particular purpose

TW- they talk about features of own environment and how environments might vary

- they make observations of animals and plants and explain why some things occur and talk about changes

Physical Education

1-skiping with hoops - to music

2- Skipping using ropes - if ready?

Jumping over ropes lying on the floor and then on their own.

Harry - athletics

M&H - they move confidently in a range of ways safely negotiating space

- they handle equipment effectively

-they show good control and coordination

HSC - children know the importance for good health and exercise

-they practise appropriate safety measures without direct supervision