

## Year R - Summer Term 2 2016/2017

### 'Going on Holiday!'

If it is not indicated on the plans differentiation through questioning and support

<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <p style="text-align: center;"><b><u>Literacy</u></b></p> <p>1- read 'Lucy and Ben at the Seaside' and explain what they like to do at the seaside and why - using the connective 'because', and , also, but (HA only). - Write a postcard describing your holidays - to... from....</p> <p>2- write a sequence of going on holiday in the correct order e.g. pack suitcase, go to airport, get on the plane etc</p> <p>Spellings</p> <p>Sounds - write</p> <p><i>U- they answer how and why questions about their experiences</i></p> <p><i>SP- they develop their own narratives and explanations by connecting ideas or events</i></p> <p><i>LA- they listen and respond to stories with relevant questions and comments</i> <i>- they give their attention to what others say and respond appropriately</i></p> <p><i>W- - use phonic knowledge to write words in which match their spoken sounds</i> <i>-write some common irregular words</i> <i>-they write some simple sentences that can be read by someone else</i> <i>-they attempt to write short sentences in meaningful context</i></p> <p><i>PD- handle equipments including pencils for writing</i></p>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b>O&amp;M</b> Add/subtract PS - questions e.g if I had 3 apples and a caterpillar ate through 1 of them how many would there be left?</p> <p>1- recap - o'clock and half past- seasons and days of the week PS - Race of beads in 30secs - how can we make it so we can get more on the thread next time? What could we change? Why didn't we get as much on the thread as before?</p> <p>2- Sequence going on holiday - place the pictures in the correct order. - shapes - sort into similarities e.g. all flat, shapes with corners and sides etc -dice with 2d shape pictures roll and ask for name of shape and then for child to find the 3d partner from the selection. <i>N - add and subtract 2 digit numbers and count on or back to find answer</i> <i>- solve problems involving doubling and halving</i> <i>SSM - measure short periods of time in simple ways</i> <i>- orders and sequences familiar events</i> <i>- children use everyday money to describe shapes, time</i></p>	<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <p>- paint holiday scene by the beach using diff fabrics and sand etc -CIP painting and colouring -Seaside themed day - mufti</p> <p>ROLE PLAY - seaside theme</p> <p>Music -seaside sounds - espresso and music express <i>EUMM- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture form and functions</i> <i>BI- they represent their own ideas, thoughts and feelings through design and technology, art, role play and stories</i></p>
<p style="text-align: center;"><b><u>PSED</u></b></p> <p>1- discuss Homework - their friends or families favourite memory of going on holiday - show and tell for the first week - past and present experiences</p> <p>2- Celebration and appreciation of summer - what changes in the summer? What do we do differently in the summer to other times of the year? - What does God do to help change the seasons?</p> <p>- Intro religious symbols - talk about the different religions similarities and differences, and facts. -Why are they the symbols for the religions e.g. cross, Buddha, Star of David. -Values - assembly <i>MR- they show sensitivity to others feelings, and form positive relationships</i> <i>MFB- work as part of a group or class, understand and follow the rules</i> <i>- children talk about how they and others show feelings</i> <i>SCSA-they are confident to speak in a familiar group, will talk about their ideas and choose the resources they need</i> <i>PC- they know there are similarities and differences between each other, among communities and families</i> <i>- children don't always enjoy the same things as they do and they are sensitive to this</i></p>	<p style="text-align: center;"><b><u>UTW</u></b></p> <p>-Making paper aeroplanes -Calculators - intro'd and for CIP Celebration and appreciation of summer - what changes in the summer? What do we do differently in the summer to other times of the year? - What does God do to help change the seasons? -Watch espresso vid - going on holiday -Metal detectors in sand -Discuss what you see at the seaside and do -Seaside themed day - mufti</p> <p>T- write name in word and change font and colour</p> <p><i>T-they select and use technology for particular purposes</i> <i>PC- they know there are similarities and differences between each other, among communities and families</i> <i>children don't always enjoy the same things as they do and they are sensitive to this</i> <i>TW- they talk about features of their own environment and how it might change</i> <i>- they make observations of plants and explain how changes occur</i></p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p>CRICKET AND BALL SKILLS - Harry Sports day games</p> <p>Sports day <i>PD - they move confidently in a range of ways, safely negotiating space</i> <i>- they show good control and coordination in small and large scale movements</i> <i>HSC - children know the importance of keeping healthy and exercise</i></p>

