

# Year R - Summer Term 2 2016/2017

## 'Mini Beasts'

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

<b><u>Communication &amp; Language</u></b> <b><u>Literacy</u></b>	<b><u>Mathematics</u></b>	<b><u>Expressive Arts and Design</u></b>
<p>1- 'very hungry caterpillar' - read using story sack - write sequence of the story - beginning, middle and end                      - speech bubble of how the caterpillar would have been feeling/thought while eating the vegetable or when a butterfly                      2- first of the month writing - write about your favourite part of YR - why you enjoyed it etc                      -discuss their school trip and what they enjoyed most and didn't enjoy so much about it                      Spellings /Sounds - write                      3-Assessments  <i>U- they answer how and why questions about their experiences</i>  <i>SP- they develop their own narratives and explanations by connecting ideas or events</i>  <i>LA- they listen and respond to stories with relevant questions and comments</i>                      - they give their attention to what others say and respond appropriately  <i>W- - use phonic knowledge to write words in which match their spoken sounds</i>                      -write some common irregular words                      -they write some simple sentences that can be read by someone else                      -they attempt to write short sentences in meaningful context                      PD- handle equipments including pencils for writing</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?                      -Time o'clock and half past                      1- add and subtract using lady birds - maths games                      - Measure ourselves - see how much we have grown over the year - why do you think you have grown?                      2-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>                      - solve problems involving doubling and halving                      SSM - measure short periods of time in simple ways                      - orders and sequences familiar events                      - children use everyday money to describe shapes, time                      -use everyday language to describe size</p>	<p>- sew mini beasts stuffed with cotton wool                      -paint/decorate mini beats pictures                      -pipe cleaner spiders</p> <p>Music                      - play musical instruments - choosing pitch                      - loud/soft etc                      Children to choose how to play as well as quick fire commands</p> <p><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- Recap religious symbols - talk about the different religions similarities and differences, and facts.                      - intro religious significance of church. cross, candle                      - Why are they the symbols for the religions e.g. cross, Buddha, Star of David.                      -Values - assembly                      -Discuss how we treat animals/mini beasts - why? How to pick them up and why - scared etc                      End of term church service  <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>                      - children talk about how they and others show feelings  <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>                      - children don't always enjoy the same things as they do and they are sensitive to this</p>	<p style="text-align: center;"><b><u>UTW</u></b></p> <p>Mini beats lab role play                      - Calculators - intro'd and for CIP                      -pond observations - record what they see and what resources they used - scribe to staff - OR mini beast hunt and scribe etc - ROA                      -Watch espresso vid - mini beasts - discuss where and how they live                      ICT- draw favourite mini beast on dazzle or 2launcher and label it                      -write sentence about their favourite part of their school trip in the ICT suite  <b>Ashridge school trip</b>  <b>Watch - bugs life</b>  <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>                      - they make observations of plants and explain how changes occur</p>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <p>-Mini beast hunt around school and science garden                      Races                      CRICKET AND BALL SKILLS - Harry Team building games  <i>PD - they move confidently in a range of ways, safely negotiating space</i>                      - they show good control and coordination in small and large scale movements  <i>HSC - children know the importance of keeping healthy and exercise</i></p>