

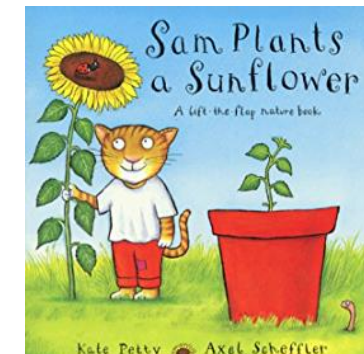
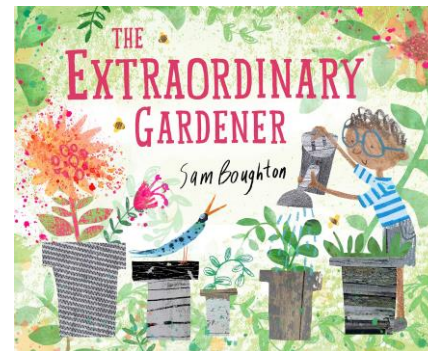
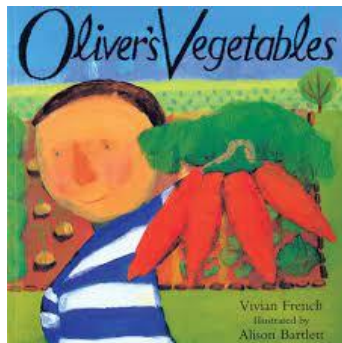


## YEAR R / SUMMER 2

### Grow Your Own!

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<ul style="list-style-type: none"> <li>✓ Begin to stay on task during adult directed activities when working in a larger group</li> <li>✓ Begin to seek self challenge in areas of the classroom that pose more difficulty</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<ul style="list-style-type: none"> <li>✓ Engage in all learning whether it seems 'easy' or 'hard' with a positive mind-set of "I could be good at this!"</li> <li>✓ Trust ourselves to have a go before asking for help</li> <li>✓ Gain confidence in performing in front of our peers</li> </ul>

<b>LEARNING TO LEARN</b>	<ul style="list-style-type: none"> <li>✓ Continue to use different parts of the classroom for different things and venture into new areas</li> <li>✓ Ensure we are always ready for learning by giving our best attention and engaging in our tasks</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>✓ Continue to work well with others and begin to find compromises with our friends</li> <li>✓ Have patience with one another if we have a different point of view</li> <li>✓ Support one another as we experience our first sports day and begin to learn our parts in the show.</li> </ul>

## THE PRIME AREAS OF LEARNING

### COMMUNICATION AND LANGUAGE, PHYSICAL DEVELOPMENT, PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Opportunities to develop the prime areas of learning run throughout the curriculum via an enabling environment in adult led, child initiated and outside learning as well as through all other times of the day such as social time, following routines and carpet time etc. They will be taught with individual focus on a cohort/individual needs basis. DIRECT LEARNING WILL TAKE PLACE VIA:

- ✓ Father's Day –reflecting on the differences in our families , and the different role models in our lives including fathers, step fathers, grandfathers and uncles.
- ✓ Transition work- growing up and moving on! What have we learnt this year? How have we changed and how will this help us in Year1?
- ✓ Supporting our friends during Sports Day! Understanding healthy competition and building resilience and the understanding that not everybody can win
- ✓ Performing in our Summer Show – performing to a crowd whether it be singing, dancing or delivering lines.



<b>LITERACY</b>	<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>✓ To understand and follow instructions when they are read by an adult</li> <li>✓ To answer questions about the things we have learnt in non-fiction texts about planting and growing</li> </ul>
	<b>WORD READING</b>	<ul style="list-style-type: none"> <li>✓ To know at least 10 digraphs both in isolation and applied in a word</li> <li>✓ To begin to read whole sentences back after sounding out</li> <li>✓ To recognize commonly used tricky words (red words) with increasing ease, and also the days of the week</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ Continue to apply known digraphs and digraphs to attempt more complex words</li> <li>✓ To consistently use finger spaces in sentence writing to break up words</li> <li>✓ To begin to use full stops at the end of a sentence</li> <li>✓ To write with increased independence</li> <li>✓ To learn how to write instructions</li> <li>✓ To learn how to write the days of the week in a diary</li> </ul>

<b>MATHEMATICS</b>	<b>NUMBER</b>	<p>TO ENSURE WE ARE SECURE IN THE FOLLOWING NUMBER SKILLS</p> <ul style="list-style-type: none"> <li>✓ To recall one more and one less than a number to 10</li> <li>✓ To recall number bonds to 5 with ease</li> </ul>
	<b>NUMERICAL PATTERN</b>	<ul style="list-style-type: none"> <li>✓ Counting forwards and backwards to 10/20 easily spot missing number</li> <li>✓ Explore odd and even numbers</li> <li>✓ Understand how groups of objects can be shared evenly.</li> </ul>
	<b>MEASURE, SPACE AND SPATIAL THINKING</b>	<ul style="list-style-type: none"> <li>✓ Consolidate learning on repeating patterns</li> <li>✓ Consolidate learning on 2D and 3D shapes</li> </ul>



<p><b>PHYSICAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>✓ To begin to strike a ball from a tee towards a target</li> <li>✓ To continue to explore the throwing techniques of objects over a longer distance and towards a target</li> <li>✓ Begin to follow simple rules</li> <li>✓ To develop coordination and technique when catching</li> <li>✓ To begin to learn skipping and travelling skills using a rope</li> <li>✓ To begin to work with a partner taking turns and developing cooperation</li> <li>✓ To begin to create movements inspired by different stimulus and themes</li> <li>✓ To learn and perform some basic dance actions</li> <li>✓ To practise and develop new and existing skills in a variety of physical activities during Sports week, including Sports Day</li> </ul>	<p><b>UNDERSTANDING THE WORLD</b></p>	<ul style="list-style-type: none"> <li>✓ To understand what a plant needs to grow</li> <li>✓ To plan an experiment to see where cress will grow the best</li> <li>✓ To observe and record changes over time regarding plants and vegetables</li> <li>✓ To understand a birds eye view to read and create simple maps</li> </ul>
<p><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li>✓ To learn and perform the songs for our show</li> <li>✓ To learn and perform actions to the songs from our show</li> <li>✓ To develop confidence in performing</li> <li>✓ To demonstrate control over percussion instruments and play them to accompany songs from our show</li> </ul>	<p><b>EXPRESSIVE ART AND DESIGN</b></p>	<ul style="list-style-type: none"> <li>✓ To use oil pastels and Brush O Dye to create flower art</li> <li>✓ To create dances in response to the music we hear for our show</li> <li>✓ To contribute our ideas and help create props, costume and set for our show</li> </ul>