

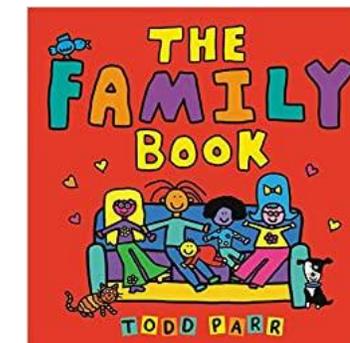
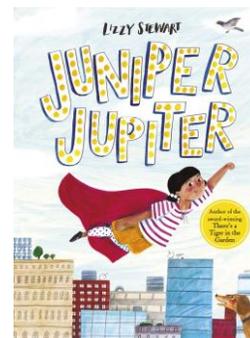
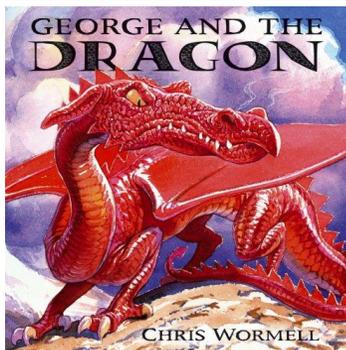


## YEAR R / SUMMER 1

### We can be Heroes.

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</li> <li>✓ Apply and show the skills and knowledge I have learnt during my choose time</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>✓ Begin to make predictions about what "could" happen and learn from outcomes</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>✓ Find ways to tackle day to day problem independently using resources available</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>✓ 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> </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:

- ✓ No Outsiders – focus on being confident in who we are, and that we do not always need to "fit in" using the text "The Family Book" by Todd Parr
- ✓ St Georges Day – looking at English traditions and comparing to other countries, cultures, and religious traditions
- ✓ RSE day growing and changing – how our bodies change as we get older, and looking back from being a baby to now and how much we have changed!
- ✓ Celebrating VE days 75<sup>th</sup> Anniversary.



<b>LITERACY</b>	<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>✓ To understand how speech bubbles are used</li> <li>✓ To begin to understand there can be different versions of the same story!</li> <li>✓ To answer questions about stories we have read, remembering specific vocabulary</li> </ul>
	<b>WORD READING</b>	<ul style="list-style-type: none"> <li>✓ To continue to speedy read words containing simple digraphs (especially those that repeat in the text)</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</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 letters and stories</li> </ul>

<b>MATHEMATICS</b>	<b>NUMBER</b>	<ul style="list-style-type: none"> <li>✓ To recall number bonds to ten without the use of manipulatives</li> <li>✓ To understand the process of subtraction</li> <li>✓ To understand what happens when we double a number</li> </ul>
	<b>NUMERICAL PATTERN</b>	<ul style="list-style-type: none"> <li>✓ To build numbers beyond ten</li> <li>✓ To spot and record the missing numbers in a number line</li> </ul>
	<b>MEASURE, SPACE AND SPATIAL THINKING</b>	<ul style="list-style-type: none"> <li>✓ To experiment with shapes in the classroom environment – and how when their orientation changes- they remain the same shape.</li> </ul>



<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>✓ To explore different body parts and how they move and remember and repeat actions</li> <li>✓ To create movements and adapt and perform simple dance patterns</li> <li>✓ To copy and repeat actions showing confidence and imagination</li> <li>✓ To move with control and co-ordination, linking, copying and repeating actions</li> <li>✓ To play games showing an understanding of the different roles within it</li> <li>✓ To follow instructions and move safely when playing tagging games</li> <li>✓ To work co-operatively and learn to take turns to play team games</li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>✓ To explore and recognise the sounds of wooden, metal, and shaking percussion instruments</li> <li>✓ To develop performance skills by playing rhythm patterns on various percussion instruments</li> <li>✓ To order sounds in relation to pitch or dynamic contrast</li> <li>✓ To learn a number of songs by memory, developing a sense of shape and pitch</li> <li>✓ Perform with an awareness of others</li> </ul>

<b>UNDERSTANDING THE WORLD</b>	<ul style="list-style-type: none"> <li>✓ To understand traditions linking to St George and compare these with other cultural celebrations we have learnt about.</li> <li>✓ To look at past and present – medieval times to now</li> <li>✓ To compare the features of the countryside to the features of a city</li> <li>✓ To discuss different occupations and the notion of “real life heroes”</li> <li>✓ To have an understanding of what God is like for many people.</li> <li>✓ To retell a story from the Bible that describes God.</li> </ul>
<b>EXPRESSIVE ART AND DESIGN</b>	<ul style="list-style-type: none"> <li>✓ To create our own mono-printing templates by punching our designs into polystyrene</li> <li>✓ To use rollers to create mono – print shields</li> <li>✓ To experiment with pointillism to create “pop art” words and pictures</li> </ul>