
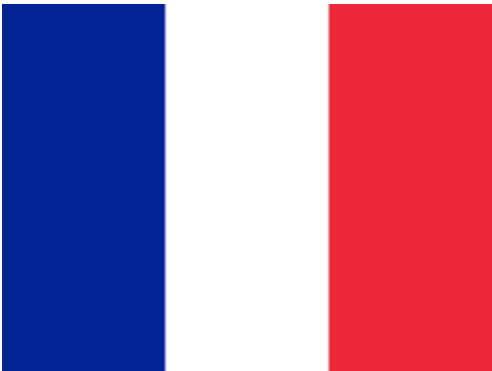



# Reception Curriculum Newsletter - Summer Term

<p>SUMMER TERM THEME: Junior Jetsetters WEEK 1: Australia</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p><i>*To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> The children will be encouraged to participate in a range of activities and challenges linked to our Australian theme.</p> <p><i>*To work and play cooperatively and take turns with others.</i> The children will be encouraged to work cooperatively and take turns when with others when making their bridges.</p> <p><b>Jigsaw PSHE - Relationships</b> <i>*To identify some of the jobs we do in our family and how we feel like we belong.</i> The class will explore the feelings of belonging to a family, class or friendship group.</p> <p><b>At home you can play cooperatively and take turns whilst playing a game.</b></p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about Australia.</p> <p><i>*To make comments about what they have heard and ask questions to clarify their understanding.</i> Linked to UW the children will be expected to share their knowledge on bridges and talk about the similarities and differences they see between bridges around the world.</p> <p><b>At home you can find out your own facts and information on Australia</b></p>	<p><i>*To demonstrate strength, balance and coordination when jumping and hopping.</i> The children will learn how to jump and hop correctly like the famous Australian animal - The Kangaroo. Once the children have mastered the skill of jumping and hopping on the ground they will use low-level apparatus to jump and hop along and then off.</p> <p><i>*To show accuracy and care when drawing.</i> The children will be looking at pictures in books and on the computer of the famous Sydney Harbour Bridge and the Opera House. We will be talking about the shapes, lines and patterns that we see. The children will then carry out their own observational drawing where they will be encouraged to draw what they see.</p> <p><b>At home you can practise hopping and jumping.</b></p>

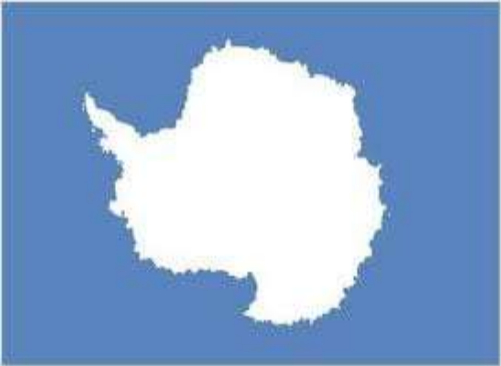
Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of what has been read to them by retelling the facts and information.</b> <b>*To write descriptive sentences that can be read by others.</b></p> <p>The children will be sharing their knowledge on Kangaroos and Koala Bears. As a class, we will then use books and the computer to help us to find out more information about them. The children will be then encouraged to write three interesting facts their chosen animal.</p>	<p>White Rose Maths - To 20 &amp; beyond.</p> <p><b>*To build and identify numbers to 20.</b> <b>*To talk about what they see when they are building numbers.</b> <b>*To identify the pattern in number building,</b> <b>*To count forward and backwards to 20.</b></p> <p>The children will use a range of resources such as 10 frames, number shapes, towers of cubes and bead strings to help them to see that larger numbers are composed of full 10s and part of the next 10. The children will recognise that the numbers 1 -9 repeat after every full 10. They will be encouraged to talk about how their number is made (12 is one full 10 and 2).The children will also practise counting forwards and backwards from different starting points whilst playing the game 'I Count, You Count'.</p>	<p><b>*To talk about their own knowledge on bridges and to identify the similarities and differences between different bridges.</b></p> <p>Linked to the Sydney Harbour Bridge the children will have a look at the different types of bridges we see around the world. What are bridges used for? Can they describe what they look like? Can the children identify the similarities and differences between them? The children will then work with a partner to make their own bridge out of straws, paper and cardboard.</p> <p><b>*To explain some similarities and differences between life in this country and life in Australia.</b></p> <p>Throughout the week, the children will be talking about the similarities and difference between this country and Australia.</p> <p><b>*To find Australia on the world map and to talk about is position.</b></p> <p>The children will be encouraged to look at the world map and globe to find Australia. What do they notice about the country? Where is it positioned in relation to the UK?</p>	<p><b>*To explore a variety of tools and techniques and to experiment with colour, design and texture.</b> <b>*To share their creations, explaining the process that they have used.</b></p> <p>The children will learn how to create a piece of Aboriginal Art work linked to the Aboriginal Australians. The children will then have the opportunity to make their own Aboriginal Art work using a range of colours and tools.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME OUR WORLD</p>

<p>At home, you can write down some interesting facts about other Australian Animals.</p>	<p>At home, you can you can talk about how the numbers 1 - 20 are made. (12 is one full 10 and 2)</p>	<p>At home, you can share your findings on Australia and compare it to the UK.</p>	<p>At home, you can you can have a go at completing your own piece of Aboriginal Artwork.</p>
<p>SUMMER TERM THEME: Junior Jetsetters WEEK 2: Europe - France</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p><i>*To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> The children will be encouraged to participate in a range of activities and challenges linked to our theme about France.</p> <p><i>*To set and work towards a simple goal</i> Linked to EAD - Making the Eiffel Tower out of Marshmallows and Spaghetti.</p> <p><i>Jigsaw PSHE - Relationships</i> <i>* To know how to make friends to stop from feeling lonely.</i> The class will talk about how to solve friendship problems when they occur.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about France.</p> <p><i>*To participate in group activities using new introduced French vocabulary.</i> The children will have a go at learning how to say their numbers to 10 in French and how to say our colour names.</p>	<p><i>*To negotiate space safely with consideration for themselves and others.</i> The children will watch and talk about French Folk Dancing. They will learn a traditional French Folk Dance using ribbons and materials.</p> <p><i>*To develop the skill of choosing using paintbrushes correctly when painting a picture.</i> Linked to EAD - Claude Monet Water Lily Pond.</p>


	At home, you can make the Eiffel Tower out of Lego.	At home, you can practise counting to 10 in French.	At home, you can work on your Folk Dancing. Look on You Tube to give you some ideas.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of what has been read to them by retelling the facts and information.</b></p> <p><b>*To write simple phrases and sentences that can be read by others.</b></p> <p><b>*To read aloud simple sentences.</b> The children will be encouraged to write a list of 5 things that they might see if they were to visit France.</p>	<p>White Rose Maths -To 20 &amp; beyond.</p> <p><b>*To complete jigsaws and shape puzzles.</b></p> <p><b>*To explain why they chose a particular shape.</b></p> <p><b>*To match arrangements of shapes and to use positional language to describe where the shape is.</b></p> <p>The children will be provided with opportunities to complete jigsaw puzzles and shape puzzles. They will be encouraged to select and rotate shapes to fill a given space and to explain why different shape would not fit. The children will also be asked to match arrangements of shapes using positional language to describe where the shape is in relation to one another. The children will be asked to select shapes to complete picture boards or tangram outlines.</p>	<p><b>*To use their senses to help them talk about similarities and differences when tasting French breads.</b></p> <p>The children will use some of their senses (sight, smell and taste) to help them to talk about the similarities and differences between French Bread and a French Croissant.</p> <p><b>*To explain some similarities and differences between life in this country and life in France.</b></p> <p>Throughout the week, the children will be talking about the similarities and difference between this country and France.</p> <p><b>*To find France on the world map and to talk about is position.</b></p> <p>The children will be encouraged to look at the world map and globe to find France. What do they notice about the country? Where is it positioned in relation to the UK?</p>	<p><b>*To explore a variety of tools and techniques and to experiment with colour, design and texture.</b></p> <p>The children will learn about the famous artist Claude Monet. They will learn about the painting style called 'Impressionism' and will have a go at recreating the famous 'Water Lily Pond' using water colours'.</p> <p><b>*To share their creations, explaining the process that they have used.</b></p> <p>The children will have fun recreating the Eiffel Tower using Marshmallows and Spaghetti. They will be encouraged to talk and share their creation explaining what worked well and what was a little tricky.</p> <p><b>*To learn the French Nursery Rhyme Frere Jacques.</b></p> <p>As a class, we will learn the French Nursery Rhyme Frere Jacques.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME OUR WORLD</p>

<p>At home, you can continue to find out interesting facts about France.</p>	<p>At home, you can work on copying shape pictures drawn by your grown-up.</p>	<p>At home, you can talk about what you have found out about France.</p>	<p>At home, you can look at other paintings by Claude Monet and try to recreate one.</p>
<p><b>SUMMER TERM</b>  <b>THEME: Junior Jetsetters</b>  <b>WEEK 3: Africa - Kenya</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><i>*To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i>  The children will be encouraged to participate in a range of activities and challenges linked to our theme about Kenya.</p> <p><b>Jigsaw PSHE - Relationships</b>  <i>* To think of ways to solve problems and stay friends.</i>  The class will discuss how we can all help others feel part of the group.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i>  The children will be encouraged to participate in a class discussion on the facts and information we have found out about Kenya.</p>	<p><i>*To demonstrate strength, balance and coordination when learning a new dance.</i>  The children will watch and learn a dance from the Lion King (I just can't wait to be King). They will be encouraged to listen and learn the movements linked to the lyrics. The children will use their masks that they made earlier in the week to help them get into character!</p>


	At home, you can give yourself a challenge and work hard to achieve it.	At home, you can talk about what you have found out about Kenya.	At home, you can continue to learn our Lion King Dance. You will find the dance on You Tube.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To write descriptive sentences that can be read by others.</b></p> <p><b>*To use and understand recently introduced vocabulary.</b></p> <p><b>*To read simple sentences aloud.</b></p> <p>The children will be encouraged to write their own 'What am I books' on one of the big five animals (Lion, Leopard, Elephant, Buffalo or Rhinoceros). They will be encouraged to write descriptive sentences allowing the reader to try and guess their animal.</p>	<p>White Rose Maths- First Then Now</p> <p><b>*To learn that the quantity of a group can be changed by adding more or by taking away.</b></p> <p><b>*To learn the first, then and now structure to create mathematical stories.</b></p> <p>The children will use real life objects to see that the quantity of a group can be changed by adding more or taking items away They will use the first, then and now structure to create mathematical stories in meaningful contexts. The children will represent their number stories using 10 frames, number tracks and their fingers before moving on to recording their mathematical sum using dots or written as a formal sum.</p>	<p><b>*To explore the natural world around them, making observations and drawing pictures.</b></p> <p><b>*To understand some important process and changes in the natural world.</b></p> <p>Linked to farming in Kenya we will plant some fruit and vegetables in our outdoor area. The children learn how to look after our fruit vegetables to help them grow and they will observe the changes throughout the weeks. We will also look back at the vegetables grown in the Spring Term.</p> <p><b>*To explain some similarities and differences between life in this country and life in Kenya.</b></p> <p>Throughout the week, the children will be talking about the similarities and difference between this country and Kenya.</p> <p><b>*To find Kenya on the world map and to talk about its position.</b></p> <p>The children will be encouraged to look at the world map and globe to find Kenya. What do they notice about the country? Where is it</p>	<p><b>*To make story prop and materials for role playing characters.</b></p> <p>The children will make their own masks linked to the story of 'The lion King'. They will use their masks later on in the week when they learn the dance 'I just can't wait to be King'.</p> <p><b>*To learn the song 'I just can't wait to be King' from The Lion King.</b></p> <p>The children will enjoy learning a song from The Lion King to match their dance 'I just can't wait to be King'.</p> <p><b>*To explore materials and techniques when recreating animal prints.</b></p> <p>The children to use a range of paper resources (coloured paper, plain paper, card and tissue paper) to make recreate animal prints. They must tear the paper to create a good effect.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME OUR WORLD</p>

<p>At home, you can describe the 'Big 5 Animals' to your grown up. Can they guess your animal?</p>	<p>At home, you can teach your grown-up the first, now and next structure. You can then complete your own mathematical stories.</p>	<p>positioned in relation to the UK? At home, you can plant your own vegetables.</p>	<p>At home, you can make your own props to help you with your Lion King performance.</p>
<p>SUMMER TERM THEME: Junior Jetsetters WEEK 4: Antarctica</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p><i>*To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> The children will be encouraged to participate in a range of activities and challenges linked to our theme about Antarctica.</p> <p><i>Jigsaw PSHE - Relationships</i> <i>* To start to understand the impact of unkind words.</i> The class will discuss showing respect in how they treat others.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about Antarctica.</p>	<p><i>*To move energetically, such as running, jumping, dancing, hopping, skipping and climbing,</i> Linked to our theme the children will participate in 'Andy's Wild Workout' focusing on Antarctica Animals and Artic Animals. The children will be encouraged to look and listen and follow the instructions given to them. They will learn to move in the same way as the chosen animals.</p>


	At home, you can challenge yourself to make an animal from Antarctica.	At home, you can share your facts and information on Antarctica.	At home, you can carry out 'Andy's Wild Workout' or make up your own 'Wild Workout!' You will find this on You Tube.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of what has been read to them by retelling facts and information.</b> The children will learn how animals survive in Antarctica. They will then talk in a small group with their friends to recall the facts and information that they have learnt.</p> <p><b>*To write descriptive sentences that can be read by others.</b> <b>*To read aloud simple sentences.</b> The children will be encouraged to write about the facts that they have learnt about how animals survive in Antarctica.</p>	<p>White Rose Maths - First, Then, Now <b>*To understand that shapes can be combined and separated to make new shapes.</b> <b>*To investigate how many different ways a given shape can be made.</b> <b>*To explore different shapes that they can make.</b></p> <p>The children will begin to understand that shapes can be combined and separated to make new shapes. They will have opportunities to fit shapes together and break them apart and then look at the new shapes that they have created. The children will also investigate how many different ways a given shape can be built using smaller shapes and how many different shapes they can make by combining a set of given shapes.</p>	<p><b>* To explore light and dark and talking about the similarities and differences between them.</b> The children will have the opportunity to explore light and dark in our dark tent (Linked to the two seasons in Antarctica of Summer and Winter). They will be able to make shadows, use torches, coloured acetate and mirrors. They will be encouraged to talk about their findings.</p> <p><b>*To explain some similarities and differences between life in this country and life in Antarctica.</b> Throughout the week, the children will be talking about the similarities and difference between this country and Antarctica.</p> <p><b>*To find Antarctica on the world map and to talk about its position.</b> The children will be encouraged to look at the world map and globe to find Antarctica. What do they notice about the country? Where is it positioned in relation to the UK?</p>	<p><b>*To explore colour.</b> The children will explore light and dark colours linked to the Summer and Winter seasons in Antarctica where there are either many hours of light or many hours of dark. They will explore colour by adding white to make it lighter or a small amount to black to make it darker. The children will have a go at making their colour charts and then see if they can make the colour to match a given colour.</p> <p><b>*To experiment with colour and painting technique (Ice Cube Painting).</b> This week the children will have a go at making coloured ice cubes for painting, They will not only learn how ice is made but will enjoy painting using a different painting tool.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME OUR WORLD</p>

<p>At home, you can look through books or on the Internet to find out more about Antarctica.</p>	<p>At home, you can have a go at making shapes out of pasta, cereal, fruits and toys.</p>	<p>At home you can you can explore light and dark. Why don't you try making and looking at shadows with a torch.</p>	<p>At home, you can try your very own Ice Cube Painting. Try and remember how we made it in class.</p>
<p><b>SUMMER TERM</b> <b>THEME: Junior Jetsetters</b> <b>WEEK 5: Asia - Japan</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><i>*To work and play cooperatively and to take turns with other.</i> The children will be encouraged to work cooperatively and take turns when making their Japanese Garden in EAD.</p> <p><i>*To show an understanding of their own feelings and those of others.</i> The children will be reminded of playing fairly when playing a game (Rock, Paper, Scissors). They will also being reminded of being considerate towards their friend if they win the game.</p> <p><i>Jigsaw PSHE - Relationships</i> <i>* To use 'Calm Me' time to manage feelings.</i> The class will discuss how to help themselves and others when they feel upset and hurt.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about Japan.</p> <p><i>*To speak clearly when working and playing with their friends.</i> The children will be encouraged to speak clearly to each other when playing 'Rock, Paper, Scissors'. They must be able to remind each other of the rules and talk throughout the game using a clear voice.</p>	<p><i>*To demonstrate balance and coordination when playing.</i> Rock, Paper, Scissors is a very popular game in Japan. The children will be taught how to play this game and play alongside their friends.</p> <p><i>*To use a range of small tools - Chopsticks.</i> In Japan, food is eaten with chopsticks so the children will take on a 'Chopstick Challenge!' They will use chopsticks to pick up a range of different sized objects and materials. Who can pick up the most? Which object or material was the easiest/trickiest to pick up?</p>


	At home, you can play Rock, Paper, Scissors with family members.	At home, you can share your facts and information on Japan.	At home, you can try and eat some food with chopsticks. How tricky was it?
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of how to look after their pet.</b> As Japan is known for having more pets than children the children will be encouraged to talk about any pets that they have at home or at their Grandparents home. Do they know how to look after their pets? Can they answer any questions their classmates may have for them?</p> <p><b>*To write descriptive sentences that can be read by others.</b> <b>*To read aloud simple sentences.</b> The children will be encouraged to write about how they look after their pets.</p>	<p>White Rose Maths - Find My Pattern <b>*To learn that double means 'twice as many'.</b> <b>*To build doubles using objects and to match the doubles.</b> <b>*To identify doubles and non -doubles.</b> <b>*To learn doubles by rote.</b> The children will explore different ways to build doubles using real life and practical equipment. They will play 'Match my Quantity' and 'Doubles' to help them to learn their doubles to 20. The children will learn a doubling song to help them to learn their doubles by rote. Finally, the children will then work on identify doubles and non-doubles.</p>	<p><b>* To program the Beebot to move to a particular place.</b> Linked to the robotics of Japan and Japan making the best robots in the world the children will spend time programming the Beebot or Caterpillars to move to particular place. They will work on developing their programming skills. Can they program the Beebot or Caterpillar to follow 1, 2 or 3 commands?</p> <p><b>*To explain some similarities and differences between life in this country and life in Japan.</b> Throughout the week, the children will be talking about the similarities and difference between this country and Japan.</p> <p><b>*To find Asia and Japan on the world map and to talk about is position.</b> The children will be encouraged to look at the world map and globe to find Asia and Japan. What do they notice about the country? Where is it positioned in relation to the UK?</p>	<p><b>*To perform songs and rhymes and to try and move in time with the music.</b> Japan invented the Karaoke! The children will have fun singing karaoke and the following the instructions on the Smartboard.</p> <p><b>*To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b> The children will work in small groups to design and make a Japanese Garden. The children will look at pictures and watch a video on Japanese Gardens. We will then talk about what we have seen and heard. The children will design and talk about what they need to have in their garden. The gardens will include, sand, water, stones, pattern and shape.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME OUR WORLD</p>

<p>At home, you can help look after your family pet. If you don't have a pet then maybe talk about what you need to do to look after a dog.</p>	<p>At home, you can share with your grown-up how many doubles you know. Continue to practise doubles to 10 if you do not know them.</p>	<p>At home, you can find Asia and then Japan on a World Map or on a Globe or in an Atlas. Can you now find the UK?</p>	<p>At home, you can have fun singing Karaoke with your family!</p>
<p>SUMMER TERM THEME: Junior Jetsetters WEEK 6: South America - Brazil</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p><i>*To give focussed attention to what is being said and to follow instructions involving several ideas or actions.</i> The children will be encouraged to listen carefully and to following the instructions linked to learning how to draw a Toucan.</p> <p><i>*To work and play cooperatively and to take turns with other.</i> The children will be encouraged to work and play cooperatively and take turns whilst developing their ball skills in Physical Development and whilst making their Rainforest animals in EAD.</p> <p><i>Jigsaw PSHE - Relationships</i> <i>* To know how to be a good friend.</i> The children will discuss how to know and show what makes a good relationship.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about Brazil.</p> <p><i>*To participate in small group, class and one-to-one discussions.</i> The children will be encouraged to talk about what they have seen and heard about the Amazon Rainforest. Can they remember what lives in the Rainforest? (Plants, Birds, Fish, Mammals and Insects)</p>	<p><i>*To negotiate space and obstacles safely.</i> In Brazil, football is a very popular sport. The children will practise their ball skills of passing to a partner, dribbling around cones and shooting into a goal. They will be encouraged to try out different sized balls and talk about which one was the easiest/trickiest to control.</p> <p><i>*To demonstrate strength, balance and coordination.</i> The children will have lots of fun learning a Samba Dance. They will watch a Samba dance and then have a go at some Samba dancing moves. Samba dancing is a traditional dance in Brazil and this style of dancing is carried out at the Brazilian Carnivals.</p> <p><i>*To show accuracy and care when drawing.</i> Linked to EAD - Drawing a Toucan.</p>


	At home you can listen carefully, take turns and play cooperatively whilst practising your ball skills.	At home you can find out more about the Amazon Rainforest and share your findings with your grown-up.	At home you can continue to practise your ball skills.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To retell the facts and information they have found out about the Amazon Rainforest.</b></p> <p><b>* To write descriptive sentences that can be read by others.</b></p> <p><b>*To read aloud simple sentences.</b></p> <p>As a class, we will make a 'Big Book' all about Rainforest animals. Together we will research Rainforest animals and talk about our findings. The children will be encouraged to write simple descriptive sentences to describe an animal or to draw a picture of an animal label the parts. The children work will be made into a 'Big Book' for everyone to look at.</p>	<p>White Rose Maths - Find My Pattern.</p> <p><b>*To halve quantities by sharing items into 2 equal groups.</b></p> <p><b>*To learn how to share and group objects.</b></p> <p><b>*To recognise equal and non-equal groups.</b></p> <p><b>*To suggest ways to resolve a sharing or grouping problem.</b></p> <p>The children will learn how to halve quantities by sharing items into 2 equal groups and then learn how to share and group objects of a larger quantity. The children will also be given opportunities to recognise equal and non-equal groups. They will notice that sometimes there are items left over when they share a group. The children will be encouraged to come up with their own suggestions for how to resolve this.</p>	<p><b>*To explore water speeds and the flow of water.</b></p> <p><b>*To offer explanations for why things happen.</b></p> <p>The children will be looking at, watching and talking about waterfalls (linked to the Amazon Rainforest). They will then experiment the speed of water using a range of equipment such as funnel, tubing, guttering, sieves etc. What happens to the flow of the water when we pour in a large/small amount of water? Does the speed of the water slow down when the guttering is laid flat or lifted high up? The children will have fun exploring water speeds.</p> <p><b>*To explain some similarities and differences between life in this country and life in Brazil.</b></p> <p>Throughout the week the children will be talking about the similarities and difference between this country and Brazil.</p> <p><b>*To find South America and Brazil on the world map and to talk about its position on the map.</b></p> <p>The children will be encouraged to look at the world map and globe to find South America and Brazil. What do they notice</p>	<p><b>*To explore tools and techniques, experimenting with colour, design and texture.</b></p> <p>The children will learn how to draw a Toucan (the loudest animal in the Rainforest) They must listen to and follow the set of instructions.</p> <p><b>*To construct with a purpose in mind, safely using a variety of materials, tools and techniques.</b></p> <p><b>*To share their creations, explaining the process they have used.</b></p> <p>Following on from our Rainforest findings the children will be encouraged to use the modelling area to make animals from the Amazon Rainforest. They will be asked to talk about their ideas of how they are going to recreate their chosen animal/s.</p> <p style="text-align: center;"><b>CHARANGA MUSIC SCHEME OUR WORLD</b></p>

<p>At home, you can write a list of all the sounds you might hear in a Rain Forest.</p>	<p>At home, you can share items between different amounts. How can you resolve a sharing problem?</p>	<p>about the country? Where is it positioned in relation to the UK?</p> <p>At home, you can explore the speed and flow of water using a range of different pouring tools.</p>	<p>At home, you can draw other Rain Forest Animals. Don't forget to add as much detail as you can.</p>
<p>SUMMER TERM THEME: Junior Jetsetters WEEK 7: North America - Canada</p>	<p>Personal, Social &amp; Emotional Development</p>	<p>Communication &amp; Language</p>	<p>Physical Development</p>
	<p><i>*To work cooperatively and take turns with others.</i> When exploring watery sounds, the children will be expected to share and take turns and to listen to ideas expressed by others.</p> <p><i>*To give focussed attention to what is being said and to follow instructions involving several ideas or actions.</i> The children will be encouraged to listen carefully and follow the instructions when learning Hockey skills.</p> <p><i>Jigsaw PSHE - Changing Me</i> <i>*To name parts of the body.</i> The children will learn that everyone is unique and special.</p>	<p><i>*To listen attentively and respond to what they hear with relevant questions, comments and actions.</i> The children will be encouraged to participate in a class discussion on the facts and information we have found out about Canada.</p> <p><i>*To participate in small group, class and one-to-one discussions.</i> The children will be encouraged to talk about what they have seen and heard about the Animals of Canada.</p>	<p><i>*To negotiate space and obstacles safely, with consideration for themselves and others.</i> Ice Hockey is a popular sport in Canada and although we cannot practise this at school, the children will have a go at Hockey. They will learn how to hold a hockey stick correctly and they will practise hitting the ball to each other and then around obstacles.</p> <p><i>*To show accuracy and care when drawing.</i> Linked to EAD - Drawing a Waterfall.</p>

	At home you can work on following a set of instructions given by grown-up.	At home you can share you facts and information on Canada.	At home you can practise hitting a ball with a bat or stick around a garden or park.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b> The children will continue to work daily in their ability groups.</p> <p><b>*To write descriptive sentences about the Animals of Canada.</b> After watching and listening about the Animals of Canada the children will be encouraged to write a fact file on a chosen animal. They will draw a picture of the animal and label it and then write some interesting facts about it to share with their classmates.</p>	<p>White Rose Maths - Find My Pattern <b>*To identify odd and even and to talk about what they notice,</b> <b>*To group odd and even numbers together.</b></p> <p>The children will begin to understand that some quantities will share equally into two groups and some wont. They will also notice that some quantities can be grouped into pairs and some will have one left over. The children will be provided with opportunities to explore these ideas in different contexts and they will be encouraged to talk about what they see.</p>	<p><b>*To learn about the largest waterfall in Canada - Nigaria Falls.</b> The children will watch a video about Nigaria Falls (the largest waterfall in Canada by volume of water) They will be encouraged to listen well and answer relevant questions to show an understanding of what they have watched.</p> <p><b>*To explain some similarities and differences between life in this country and life in Canada.</b> Throughout the week, the children will be talking about the similarities and difference between this country and Canada.</p> <p><b>*To find North America and Canada on the world map and to talk about is position on the map.</b> The children will be encouraged to look at the world map and globe to find North America and Canada. What do they notice about the country? Where is it positioned in relation to</p>	<p><b>*To explore the sound of water.</b> Linked to Nigaria Falls the children will experiment with the sound of water. They will be encouraged to make watery sounds using their fingers, straws, wellies and whisks. Can they make a loud/quiet watery sound? Can they make the water move slow/fast?</p> <p><b>*To explore tools and techniques, experimenting with colour, design and texture.</b> The children will learn how to draw a Waterfall. They must listen to and follow the set of instructions.</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME BIG BEAR FUNK</p>

<p>At home, you can enjoy reading books all about different animals. These can be fiction or non-fiction books.</p>	<p>At home, you can explore odd and even numbers. Can you recognise odd and even numbers in your street?</p>	<p>the UK?</p> <p>At home, you can find out more facts and information on waterfalls.</p>	<p>At home, you can make watery sounds whilst you are in the bath. Can you make a loud sound? Can you quiet sound?</p>
<p><b>SUMMER TERM</b> THEME: Homes in the Local Area. WEEK 8 &amp; 9</p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><i>*To give focused attention, responding appropriately.</i> As a class, we will talk about 'Stranger Danger' and together we will come up with some rules on how to keep safe.</p> <p><i>*To show resilience and perseverance in the face of a challenge and to work cooperatively and take turns with others.</i> The children will be given a selection of sticks and tape. They will be asked to work together in pairs or small groups to build a house using the</p>	<p><i>*To participate in discussion using recently introduced vocabulary.</i> During our walk around the local environment the children will be encouraged to use any new topic vocabulary whilst describing the types of homes they see.</p> <p><i>*To express their ideas and feelings using full sentences, including use of past, present and future tense and making use of conjunctions.</i> The children will listen to and discuss the story 'The Town Mouse and the Country Mouse.' They will be asked to talk about the similarities and</p>	<p><i>*To move energetically, such as running, jumping, hopping and skipping.</i> The children will enjoy participating in a fun outdoor activity where they will have to listen and follow the command linked to our homes theme. Can they run to the flats? Can they hop to the semi-detached house? Etc.</p> <p><i>*To show good control when using scissors.</i> The children will be asked to draw a house outline and then cut pictures from magazine containing household items. The children will be encouraged</p>

	<p>different materials.</p> <p><b>Jigsaw PSHE - Changing Me</b>  <b>*To tell some things we can do and foods I can eat to be healthy</b>  The children will be taught that we must respect our bodies with the food we eat and with exercise.</p> <p>At home you can you talk about 'Stranger Danger' with your grown-up.</p>	<p>differences between the different homes and the localities and talk about where they would prefer to live and why.</p> <p>At home you can talk about the similarities and differences between living in a town and in the countryside.</p>	<p>to use scissors to cut out the pictures and stick them into the different rooms of the home.</p> <p>At home you can practise your running, jumping, hopping and skipping.</p>
<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Understanding the World</b></p>	<p><b>Expressive Arts &amp; Designs</b></p>
<p><b>*Read, Write, Inc.</b>  The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of the different homes in the local environment.</b>  The children will learn about the different house styles we have in our local area. Do they know what type of house they live in? Can they describe their home to a partner? The children will then draw a picture of their house and label the different features.</p>	<p>White Rose Maths - On the Move.  <b>*To engage in problem solving activities.</b>  <b>*To develop their critical thinking skills.</b>  <b>*To review and discuss the strategies used for solving the problem.</b>  The children will be given opportunities to engage in extended problem solving activities and to develop their critical thinking skills. The children will be encouraged to discuss different possible starting points and afterwards they will be encouraged to review and discuss their strategies. Which were the most successful, which didn't work and why?</p>	<p><b>*To describe their immediate environment using knowledge from observation, discussion and maps.</b>  The children will be asked to think about their local area. What do they see on their journey to school? As a class we will work together to make a large scale map of the local area and the children will draw on the features that are discussed.</p> <p><b>*To describe their immediate environment and to identify the similarities and differences between houses in the local environment.</b></p>	<p><b>*To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  The children will have the opportunity to make their home out of cereal boxes, paints, pens, paper and cardboard. They will be encouraged to think about what their home looks like and what they need to add to their box (a roof, a door windows etc.)</p> <p><b>*To talk about the natural world around them,</b>  <b>*To explore and use a variety of materials for a purpose.</b></p>

<p><b>*To demonstrate an understanding of 'Danger around the Home'.</b> As a class, we will be looking at the ways to stay safe at home. The children will be encouraged to look closely at each picture and talk about the things that are dangerous. What could be done to make it safer?</p> <p>At home, you can talk about the types of homes you can see in your street.</p>	<p>White Rose Maths -Summer Phase 10 - On the Move. <b>*To explore and investigate relationships between numbers and shapes.</b> <b>*To continue to copy, continue and create a widening range of repeated patterns and symmetrical constructions.</b> The children will explore and investigate relationships between numbers and shapes. They will also continue to copy, continue to create a widening range of repeating patterns and symmetrical constructions.</p> <p>At home, you can carry out some of your own problem solving activities focussing on addition, subtraction and sharing.</p>	<p>As a class, we will go for a walk in our local area. The children will be encouraged to identify the different types of homes that they can see and talk about the similarities and differences between them.</p> <p><b>*To know some similarities and difference between things in the past and now.</b> The children will look at books and artefacts focussing on Homes through History and Homes Then and Now. The children will be able to share their knowledge and understanding on with their classmates.</p> <p>At home, you can you can talk about your journey to school. Maybe you could make a map showing your journey.</p>	<p>The children will think about other homes we see in our environment. It is not just people who live in homes, animals have homes too. The children will talk about the habitats that they know and find out about new ones. The children will be provided with a range of large-scale building materials and they will be asked to work together to create a minibeast house in the outdoor area. What would be a good material to use and why? What would not be a good material to use and why?</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME BIG BEAR FUNK</p> <p>At home, you can make your home out for construction or modelling equipment.</p>
<p><b>SUMMER TERM</b> <b>THEME: Homes around the World</b> <b>WEEK 10 &amp; 11</b></p>	<p style="text-align: center;"><b>Personal, Social &amp; Emotional Development</b></p>	<p style="text-align: center;"><b>Communication &amp; Language</b></p>	<p style="text-align: center;"><b>Physical Development</b></p>
	<p><b>*To give focused attention, responding appropriately.</b> The children will be reminded to listen carefully when learning how homes are adapted for different climates. They will be expected to ask and answer questions appropriately.</p> <p><b>*To show resilience and perseverance in the face of a challenge and to work cooperatively and take turns with others.</b></p>	<p><b>*To express their ideas and feelings.</b> The children will be asked to talk about the homes that they have seen in the pictures from around the world. Can they think of a question that they would like to ask about the different homes?</p> <p><b>*To listen attentively and respond to what they hear with relevant questions.</b> The children will learn about how</p>	<p><b>*To move energetically, such as running, jumping, hopping and skipping.</b> The children will enjoy participating in a fun outdoor activity where they will have to listen and follow the command linked to our homes theme. Can they skip to the Tipi? Can they jump to the Mud House? Etc.</p> <p><b>*To use a range of small tools, including scissors and paintbrushes.</b></p>

	<p>This will be carried out whilst the children are making their homes from around the world in EAD.</p> <p><b>Jigsaw PSHE - Changing Me</b>  <b>*To understand that we all grow from babies to adults.</b></p> <p>The children will understand and respect the changes that they see in themselves.</p> <p><b>At home, you can work hard at making a home that you have learnt about from around the world.</b></p>	<p>homes are adapted for the different climates. They will watch and discuss and video presentation.</p> <p><b>At home, you can talk about why homes are different in hot and cold countries.</b></p>	<p>Linked to EAD - making homes from around the world.</p> <p><b>At home, you can practise running, jumping, hopping and skipping.</b></p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc.</b>  The children will continue to work daily in their ability groups.</p> <p><b>*To demonstrate an understanding of what they have heard by using their own words and recently introduced vocabulary.</b>  <b>*To write in sentences that can be read by others.</b></p> <p>As a class we will be looking at pictures of homes around the world. The children will be encouraged to choose a house that they would like to live in from the pictures they have seen They will be asked to write</p>	<p>End of term Assessment tasks</p> <p>The children will also carry out a range of addition, subtraction, number bonds, doubling, halving and sharing activities.</p>	<p><b>*To explain some similarities and differences between homes around the world.</b></p> <p>The children will be asked to talk about what is similar and different about the homes they have seen around the world. They will be encouraged to talk about why each house has certain features.</p> <p><b>*To make predictions and test them out.</b>  <b>*To offer explanations for why things</b></p>	<p><b>*To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>  <b>*To share their creations, explaining the process they have used.</b></p> <p>The children will have the opportunity to work alone or with a friend to make a home from around the world. They will be able to choose the resources and materials that they need to help them to create an Adobe house, Eco house, Stone house, Stilt house, Mud</p>

<p>sentences explaining why they chose that house and why they would like to live in it.</p> <p><b>*To understand the past through settings, characters and events encountered in books.</b></p> <p>The children will be thinking back and looking at some of the stories we have read this year in class and identifying the different homes from around the world. Can they find and name the home in the story 'Handa's Surprise', 'Cuddly Dudley', 'Three Little Pigs', 'Mr Gumpy's Outing' etc? What were these homes made out of and where is the story set? (Handa's Surprise was set in Kenya and the homes are built from Thatch and dry mud)</p> <p><b>At home, you can you can look at different homes in stories. What was the house in Hansel and Gretel made off?</b></p>	<p><b>At home, you can enjoy carrying out maths activities focussing on addition, subtraction, number bonds, doubling, halving and sharing activities.</b></p>	<p><b>happen.</b></p> <p>After learning about the different types of houses around the world the children will spend some time looking at the different types of materials that the houses were built with. Would they like to live in a house made of wood, sticks, bricks, stone, mud or a in tipi or igloo? Would living in those houses be ideal in England? The children will be making predictions and testing them out to see what happens when water (rain) get onto the different materials.</p> <p><b>At home, you can you can talk about the different homes around the world and there similarities and differences.</b></p>	<p>house, Brick house, Tipi or Igloo.</p> <p><b>*To explore colour and texture.</b></p> <p>The children will explore colour and texture when painting homes from around the world. How can they make the colour that they need? Can they remember how to make a certain colour? What about texture? What tools can they use to recreate the textures that they see?</p> <p style="text-align: center;">CHARANGA MUSIC SCHEME BIG BEAR FUNK</p> <p><b>At home, you can work hard at making a home that you have learnt about from around the world.</b></p>
<p><b>SUMMER TERM</b> <b>THEME: Excellence and Enjoyment Week (Week Beginning 19<sup>th</sup> May - Week 5)</b></p>			

<p><b>UNICEF - Rights of the Child</b></p> <p>Articles covered in Spring Term Planning:</p> <ul style="list-style-type: none"> <li>*Article 3 - best interests of the child</li> <li>*Article 12 - respect for the views of the child</li> <li>*Article 13 - freedom of expression</li> <li>*Article 17 - access to information from mass media</li> <li>*Article 31 - leisure, play and culture</li> </ul>	<p><b>Safe Practice in PE.</b></p> <ul style="list-style-type: none"> <li>p.216 - Staff should always change into appropriate clothing and footwear.</li> <li>p.212 - Fitness watches and sweat bands should be removed along with all personal effects excluding those with religious connections.</li> <li>p.216 - Gymnastics and Dance must be performed in bare feet.</li> <li>p. 139 - Mats should only be used for jumping on and not as a safety mat</li> </ul>
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for failing.

p. 139 - Four infant and EYFS children should carry a mat by the edges not the corners.