

Term 5				
Topic	End point	Text	<u>Trips</u> Regular visit to allotment/Forest School Caterpillars into butterflies Wyvale - garden centre visit Zoolab	<u>PSHE</u> Term 5 - Good to be Me Who am I? What makes me? <i>Skills, talents, likes, dislikes, family, culture.</i>
Growth	Making food grown in allotment	The Enormous Turnip		
Minibeast	Making 3D minibeast model	Arghhhhh Spider!	<u>Home Learning</u> Research Minibeats <u>Parental Involvement</u> Good to be me parade	
<p>PSED Making Relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p> <p>SCA - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when</p>		<p>Communication and Language LA- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p> <p>U - Children follow instructions involving several ideas or</p>		<p>Physical Development MH - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p>HSC - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene</p>

<p>they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>MFB - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>	<p>actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> <p>S - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<p>and personal needs successfully, including dressing and going to the toilet independently. Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>
<p>Reading and Writing Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be</p>	<p>Number and Shape, Space and Measure Count in 2, 5, and 10's To make 5 and 10 To feel the tenness of 10 Arrange addition and subtraction number sentences Find half up to 12 To share equally Identify odd and even numbers</p>	<p>Understanding of the world PC Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and</p>

read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

To count up to 20 in an array

To use everyday language to talk about money

differences between themselves and others, and among families, communities and traditions.

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

TW

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

		<p>T</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>
<p>EUMM</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed</p>	<p>BI</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>	

