

<p>Personal Social and Emotional Development</p> <p>Daily Circle Time to build/develop language:</p> <p>Show empathy and regulate behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Explain the reasons for rules</p> <p>Be confident to try new activities</p> <p>Understand the importance of healthy food choices</p> <p>Work and play co-operatively and take turns</p> <p>Transition from EYFS to Year 1- Miss Caddy to come in to read stories to class if possible in June/July. Do the children have any concerns or questions?</p>	<p>Communication and Language</p> <p>Ask questions</p> <p>Hold conversations with teachers and peers</p> <p>Offer own ideas and use new vocabulary</p> <p>Offer explanations for why things might happen</p> <p>Express ideas and feelings about experiences</p> <p>Use past, present and future tenses and try to use conjunctions.</p>	<p>Physical Development</p> <p>In PE - focus on cooperation, taking turns and listening games</p> <p>Athletics - practise for School Games day. Are the children confident and looking forward to the new challenge? Can they follow the rules? Can they negotiate space and obstacles safely?</p> <p>Bikes</p> <p>Trim trail/climbing frame</p> <p>PE box - lunch time</p> <p>Fine Motor skills activities - morning activity</p> <p>Daily handwriting practise - demonstrate fluent writing</p> <p>Cutting / exploring fruit</p>	<p>Literacy</p> <p>Write short sentences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Read aloud simple sentences, including some common exception words (tricky words).</p> <p>Re-tell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Capital letters</p> <p>Retelling stories</p> <p>Information writing</p> <p>Story maps</p> <p>Labelling diagrams</p> <p>Describing fruits / observations</p> <p>Daily Phonics teaching</p>
<p>Characteristics of Effective Learning</p> <p>playing and exploring - children investigate and experience things, and 'have a go';</p> <p>active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</p> <p>creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Billy Class Curriculum Map Term 6 'Fruitalicious'</p> <p>Texts</p> <p>Handa's Surprise A fruit is a suitcase of seeds The Tiny Seed</p> <p>Artist to study - Giuseppe Arcimboldo</p>		<p>Mathematics Using White Rose EYFS planning</p> <p>First, then, now:</p> <ul style="list-style-type: none"> -Adding more -Taking away -Spatial reasoning <p>Find my pattern:</p> <ul style="list-style-type: none"> -doubling -Sharing and grouping -even and odd <p>On the move:</p> <ul style="list-style-type: none"> -subitising -counting -Composition -sorting and matching/comparing and ordering
	<p>Expressive Arts and Design</p> <p>Independent activities- choosing from art resources at creative table</p> <p>Singing nursery rhymes & counting songs</p> <p>Study an artist - Giuseppe Arcimboldo</p> <ul style="list-style-type: none"> - Learn about the artist - Experiment with the artist's technique - Create a final piece inspired by the artist. <p>Whole school art exhibition - attend.</p>	<p>Understanding the World</p> <p>Drawing story maps / simple maps/ look at maps of the world.</p> <p>Talk about differences between life in this country and in other countries - with a food focus</p> <p>Observational drawings of plants/fruits</p> <p>Learn about processes and changes in the natural world around them -seed dispersal</p> <p>School Trip - School Games day / picnic</p> <p>Rare Breeds - Learning about the natural world around them.</p>	