

# Around the World

## Personal, Social and Emotional Development

Children will continue to be supported with their personal, social and emotional development through planned activities and continuous provision.

In preparation for Year One children will take part in transition activities. There will be opportunities to visit and spend time in their new classroom, take part in whole school assemblies, complete pieces of work to take to their new teachers.

BLP will support children to become independent and successful learners. They will be resourceful, resilient, reflective and be able to collaborate with others.

## Communication and Language

Children will participate in small groups, class and one-to-one discussions, offering their own ideas, using newly introduced vocabulary when appropriate.

They will be encouraged to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Children will be encouraged to express their ideas and feelings about their own experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers.

## Physical Development

Through daily opportunities both indoors and outdoors children will;

- Demonstrate strength, balance and coordination when playing.
- Be energetic! Create own games that others can enjoy.
- Draw accurate pictures of animals, adding fine details.
- Hold a pencil in a strong grip and demonstrate writing for different purposes.

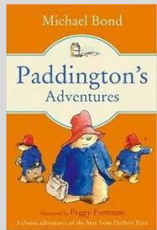
### **PE Hub - Watch Me Go!**

- This term we will have a focus on speed, agility and travel

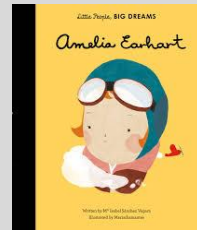
**Games value:** Teamwork & Friendship

## Literacy

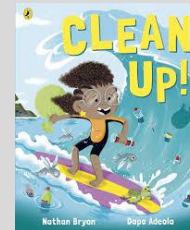
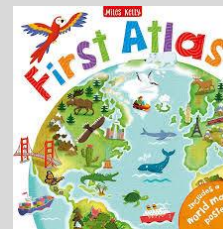
We will develop language, reading and writing skills through our focus books.



By Michael Bond



Little People, Big Dreams



By Nathan Bryon

Children will access the class writing area to write for different purposes e.g. letters, descriptive, story books, menus. They will be supported to plan and write stories and poems which can be read by others. Children will begin to use finger spaces, capital letters and full stops. Children will access the class book corner and EYFS library and will read simple stories aloud. They will use non-fiction texts to retrieve information and find answers to given questions. They will explore an atlas and label simple maps.

## Phonics

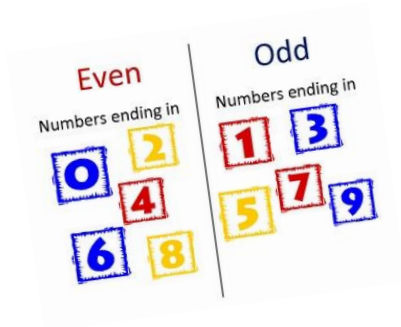
Children will continue to learn new phonic sounds through Floppy Phonics and other phonics activities. Daily Floppy's Phonic sessions, the children will be taught letter sounds and letter groups. An emphasis will be on applying this knowledge when writing and reading. Children will bring a reading book home to read. The book will be aligned to our current teaching and contain only sounds we have learnt. We want children to be reading at home regularly, this will help to embed new learning and develop accuracy and fluency of reading.



## Maths

Children will have daily opportunities to extend and embed their Mathematical learning. White Rose Maths is used to support the teaching and learning during focus Maths sessions.

Children will explore the following -



### **Sharing and Grouping**

Explore sharing and grouping

Even and Odd sharing

Play with and build doubles

### **Visualise, Build and Map**

Identify units of repeating patterns

Create and explore own pattern rules

Replicate and build scenes and constructions

Visualise and describe different positions

Give instructions to build

Explore mapping

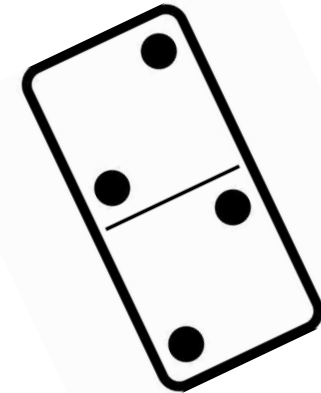
Represent maps with models

Create own maps from familiar places and stories

### **Make connections**

Deepen understanding

Patterns and relationships





Children will develop their PSHE skills and knowledge through JIGSAW

#### Changing Me

- I can name parts of the body.
- I can tell you some things I can do and foods I can eat to be healthy.
- I understand that we all grow from babies to adults.
- I can express how I feel about moving to Year 1.
- I can talk about my worries and/or the things I am looking forward to about being in Year 1.
- I can share my memories of the best bits of this year in Reception.

#### RE/Collective worship

- What can we learn from the stories of Jesus?
- What does the Bible teach us about God?
- What important journeys do people go on?
  - Big Question - Who is God?

#### WOW moments

Father's Day celebration  
Sports Day  
Teddy Bears picnic  
Transition Activities

#### Understanding the World

##### Around the World

- What is an Explorer? Who is Amelia Earhart?
- What do we use maps for?
- What does the flag of England look like? What other flags can we recognise?
- Celebrate our individual cultures.

##### Our Journeys

- Where have you travelled to? How did you get there?
- What famous landmarks did you see?

##### Summer

- How can we stay safe in the sun? How do we stay safe near water?

##### How can we take care of our world?

- What can we recycle? How do we look after our beaches and sea?

We will use the ICT Suite to develop our computer skills.

#### EAD

Children will explore colour, texture, form and function particularly when collaging. They will have opportunities to use their imagination to create models of own choice and explain the processes they have used. Children will use previously taught observational drawing skills to draw sea creatures with increasing detail. They will design and make a large scale model of an Ark. Children to use the role play area to act out stories. Creating props to enhance play.

**Charanga** - Reflect, Rewind, Relay. Consolidation - revisiting nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.