

Communication and Language:



- Articulate their ideas and thoughts in well-formed sentences.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask appropriate questions.
- Connect one idea or action to another using a range of conjunctions.
- Offer explanations for why things might happen.

Personal, Social and Emotional Development:



- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Prepare for the transition to Y1.
- Jigsaw- Changing me:
 - My body
 - Respecting my body
 - Growing up
 - Growth and change
 - Fun and fears
- Look how far I've come! Reflect on our life so far and all we have achieved in Explorer Class (look back at learning from the year).

Physical Development:



- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with athletics.
- Move energetically when running, jumping and throwing.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

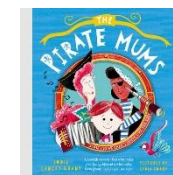
Understanding the world:



- Sharing personal experiences of going to the seaside.
- Researching creatures that we might find at the beach, in rock pools and under the sea. Use non-fiction books and the computer to find out facts about them.
- Explore differences and similarities between the seaside in our present day to the past (clothing, activities, Punch and Judy shows, etc)
- Compare beaches around the world and look at globes to locate some of these countries.
- Discuss the impact of litter on our beaches and in the sea.
- Learn why lighthouses exist and how they work.
- Explore a range of mapping materials, including atlases and globes. Create our own treasure maps and go on treasure hunts around the school.
- Compare transport overtime.

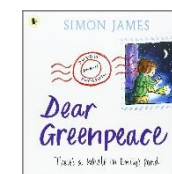
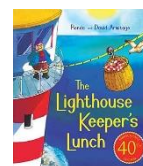
Term 6

At the Seaside



Stella and the Seagull

Somebody Swallowed Stanley
Dear Greenpeace
The Lighthouse Keeper's Lunch
Pirate Mums



Expressive Arts and Design:



- This term our focus will be DT. We will be making working lighthouses, pulley systems and props to help us re-tell stories.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Design an item- consider how they will make it, which materials they will need etc and evaluate - what do they like about it or how could it be better?
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Share their creations, explaining the process they have used.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. We will make our own instruments and create sea shanties!

Literacy:



- Our daily RWI phonics will continue and we will be split into groups based on our ability.
- Continue with Drawing Club daily.
- We will write simple sentences that they can read back and that others can read.
- I will use capital letters, finger spaces and full stops.
- Introduce Colourful Semantics to write a sentence consisting of who, doing and what.
- We will form most letters correctly.
- We will spell words phonetically by identifying the sounds and then writing the sound with letter/s. We will spell some high frequency words correctly.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- We will be using our writing skills to make posters, post cards, letters, fact files and recipes.

Mathematics:



- Counting, ordinality and cardinality (counting things that can't be seen such as sounds and actions and exploring strategies that help us to count larger sets).
- Subitising (Make and describe arrangements and revisit number knowledge such as doubling).
- Composition (explore number bonds to ten).
- Exploring number patterns.
- Comparison