



Year R Curriculum overview - Term 6

Theme title: How Will We Change?

Launch pad event: Arrival of duck eggs



Personal, Social and Emotional Development	To be confident to try new activities and to explain why they prefer some to others. To talk about their own and others' behaviour and its consequences and to know that some behaviour is unacceptable. To be able to independently choose the resources and help they may need. To talk about the things they enjoy and are good at and about the things they don't find easy. To listen to others suggestions and plan how to achieve a specific outcome without adult support. To know when and how to stand up for themselves appropriately.
Communication and Language Development - Listening & attention - Understanding - Speaking	To listen attentively with sustained concentration to stories or someone talking to a group and to ask a relevant question after listening. To listen carefully to what is being said and to follow a three-part instruction. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms when talking about events. To add some touches of informative detail and imaginative vocabulary when speaking, showing a growing awareness of the listener.
Physical Development - Moving & Handling - Health & Self-care	To handle equipment and tools to effect changes to materials, with growing confidence and control. To show increasing control over an object in pushing, aiming, throwing, catching or kicking it. To experiment and initiate new movements with control; repeating, linking and adapting movements and making comments on her/his work. To move in time to music. To develop control of fine motor skills in activities such as weaving and sewing. To understand how we keep safe, fit and healthy.
Mathematics - Numbers - Shape, Space & Measures	To recognise, compare, order, estimate and write numbers up to 100. Addition & subtraction by counting on & counting back. To estimate and check our calculations. To estimate, measure, weigh and compare and order objects and talk about properties. To recognise, create and describe patterns, including symmetry. To use everyday language related to money and time and to measure short periods of time in simple ways. To use our developing mathematical ideas & methods to solve practical problems.
English - Reading - Writing	To use their phonic knowledge to read and write regular words of more than one syllable and to make plausible attempts at irregular but high frequency words (tricky words). To write sentences that can be read by themselves and others. To use key features of narrative in their own writing such as story openings and connecting words. To experience and enjoy reading an increasing range of books, including non-fiction and poetry. To know that information can be retrieved from books and computers.
Understanding the World - People & Communities - The World - Technology	To find out about and identify features of living things, objects, materials, places and events. To use non-fiction books and the internet to find out about life cycles. To make observations of creatures and plants and explain why some things occur, and talk about changes. To know about past and present events in their lives and some reasons why people's lives were different in the past. To know that other children have different likes and dislikes and that they may be good at different things. To use a range of everyday technology, including computers, remote controlled toys and programmable robots. To become familiar with scientific concepts such as magnetism, floating and sinking.
RE	Pupils will talk about why they are special and which different groups they belong to. They will learn about how the Christian religion and Muslim religion welcome babies. They will also learn about a traditional Hindu festival to celebrate brothers and sisters.
Expressive Arts & Design - Exploring and Using Media & Materials - Being Imaginative	To use original ideas to create designs, images, songs, music and dances and to experiment with ways of changing these and to talk about their own and others' work. To represent their own ideas, thoughts and feelings and to begin to compare different pieces of artwork and music and to respond to that of others. To experiment in combining media and materials and think about possible uses and purposes.
Our Outdoor Classroom	Our outdoor classrooms provide us with learning environments that support all the above areas of learning. We learn inside and outside in all weathers! As the weather gets warmer the children need to be protected from the sun. Sunhats, particularly those that cover the neck, need to be provided and named. Sunscreen, preferably that which lasts all day, should be applied before coming to school each morning. Please remember that we do physical activities on most days and for health and safety reasons earrings must not be worn.
Homework	Daily sharing of library books. Guided reading books with related activities will be sent home regularly. We expect parents/carers to practise with their child for a few minutes each time a book is sent home. Occasionally other tasks will be sent home for the children to complete. Diaries are sent home each weekend for the children to add their own news.

Books you could read	Places you could visit together	Other activities
Information books about life cycles 'Mad About Minibeasts' by Giles Andreae 'The Hungry Caterpillar' by Eric Carle	Reinden Woods to find and identify minibeasts, plants and flowers Charivari Day - parade through Folkestone Coastal Park Folkestone Amphitheatre - usually lots on in the summer	Skipping with a skipping rope Go on a bug hunt in your garden or a park