



## Year R Curriculum overview – Term 6



### Theme title: How Do Animals Change?

#### Provisional launch pad event: Arrival of duck eggs

<b>Personal, Social and Emotional Development</b>	To work towards simple goals and show confidence in their abilities. To follow instructions which involve several steps. To be confident to try new activities and to explain why they prefer some to others. To be able to independently choose the resources and help they may need. To discuss the transition to Year One; what they think might be the same and what might be different.
<b>Communication and Language</b>	To ask questions to clarify their understanding. To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. To use recently introduced vocabulary in explanations for why things might happen. To accurately use the past, present and future tenses to talk about their experiences.
<b>Physical Development</b>	To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To learn and participate in some athletics games. To begin to show accuracy and care when drawing.
<b>Mathematics</b>	To use a number line to solve subtraction questions. To choose correct coins to 'pay'. To add small numbers of coins together. To solve problems involving doubling, having and sharing. To use positional language and be able to program a construct-a-bot. To consolidate number bonds to 5 and begin to learn number bonds to 10. To secure understanding of 2d and 3d shapes.
<b>Literacy</b>	To read and write short sentences independently. To use a capital letter and a full stop when writing a sentence. To use phonics knowledge to attempt to write words with more than one syllable. To retell the main points of stories in the correct sequence by making story maps. To experience reading through fiction, poetry and non-fiction. To understand that information can be retrieved from non-fiction texts and computers.
<b>Understanding the World</b>	To look closely at similarities, differences, patterns and change especially the changes occurring in life cycles and when our ducklings hatch. To observe changes when harvesting and cooking potatoes. To show care and to look after living things. To learn about Year 1 and consider which things will be the same and which things may be different.
<b>RE</b>	To consider what it means to 'belong'. To learn about how Christians and Muslims welcome new babies into their community.
<b>Expressive Arts &amp; Design</b>	To express themselves through art, dance and drama. To work together in a group, sharing ideas and resources. To reflect on what they could change to improve their work. To listen carefully to music and express their feelings and responses.
<b>Our Outdoor Classroom</b>	The outdoor classroom has been designed to provide a learning environment that supports all the above areas of learning. As we learn outside most days, please make sure that your child comes to school with appropriate outdoor clothes - a named sun hat if it is hot, warm, waterproof coat if it is cold or wet. We do have waterproof suits for learning time and a supply of Wellington boots at school that children can borrow.
<b>Homework</b>	Daily sharing of guided reading books. These are sent home every day and it is essential that the children practise their reading at home, for a few minutes each day. Diaries are sent home each weekend for the children to add their own news to.

Books you could read	Places you could visit together	Other activities
The Very Hungry Caterpillar Titch The Teeny Weeny tadpole Non-fiction books about life cycles	Visit a zoo Visit a farm	Observe and record animals/creatures in your garden/local area