

TERM 6;	Theme	Learning Opportunities (Implementation)	RS children will be Learning to (Intent): (throughout term).
3rd June - 20th July	Looking after ourselves and our planet	<ul style="list-style-type: none"> We will talk to the children about how we can look after our planet. What sort of things can we be doing to keep it clean/keep resources going etc. The children will have the opportunity to 'recycle' at our very own 'sort it' centre where they can look at different materials, learning what they are and how they are made. They can then sort them into groups and 'recycle' them. We will talk about the oceans with the children and how we can keep them free from litter. The children will be able to help 'save' some animals from plastic in our own ocean. We will talk about how we can look after ourselves and each other. 	<p><u>PSED - Sense of self:</u> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (pg 61)</p> <p><u>PSED - Understanding Emotions:</u> Understands that expectations vary depending of different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (pg 64)</p> <p><u>C&L - Speaking:</u> Talks more extensively about things that are of particular importance to them (pg 74)</p> <p><u>PD -Health and Self-care:</u> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (pg 85)</p> <p><u>L - Reading:</u> Begins to develop phonological and phonemic awareness - Hears and says initial sounds in words (pg 89)</p> <p><u>L - Writing:</u> Includes mark-making and early writing in their play (pg 92)</p> <p><u>L - Writing:</u> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (pg 92)</p> <p><u>M - Composition:</u> Beginning to use understanding of number to solve practical problems in play and meaningful activities (pg 99)</p> <p><u>UTW - People and Communities:</u> Recognises and talks about significant events in their own experience (pg 106)</p> <p><u>UTW - The World:</u> Shows care and concern for living things and the environment (106)</p> <p><u>UTW - The World:</u> Begin to understand the effect their behaviour can have on the environment (pg 109)</p> <p><u>EA&D - Creating with materials:</u> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent</p>
Books; Recycling info book 199 things at the sea Peep inside the seashore Under the sea Terrific trains Brilliant boats Sharing a shell	Transport and holidays	<ul style="list-style-type: none"> The children will have the opportunity to talk about their holidays past, present and future. We will encourage them to look at the globe to show them where in the world these places are. We will talk about different types of holidays and where they stay such as hot holidays and camping or ski holidays at cabins. What sort of clothes would they need to take? How can they look after themselves while they are on holiday? We will ask the children about the different types of transport they will need/would have used to get to their holiday. The children will be invited to create the different types of transport using junk modelling, play dough, paint etc. The children will be able to role play in our very own travel agents where they can book holidays. 	<p><u>PSED - Sense of self:</u> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (pg 61)</p> <p><u>PSED - Understanding Emotions:</u> Understands that expectations vary depending of different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (pg 64)</p> <p><u>C&L - Speaking:</u> Talks more extensively about things that are of particular importance to them (pg 74)</p> <p><u>PD -Health and Self-care:</u> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (pg 85)</p> <p><u>L - Reading:</u> Begins to develop phonological and phonemic awareness - Hears and says initial sounds in words (pg 89)</p> <p><u>L - Writing:</u> Includes mark-making and early writing in their play (pg 92)</p> <p><u>L - Writing:</u> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (pg 92)</p> <p><u>M - Composition:</u> Beginning to use understanding of number to solve practical problems in play and meaningful activities (pg 99)</p> <p><u>UTW - People and Communities:</u> Recognises and talks about significant events in their own experience (pg 106)</p> <p><u>UTW - The World:</u> Shows care and concern for living things and the environment (106)</p> <p><u>UTW - The World:</u> Begin to understand the effect their behaviour can have on the environment (pg 109)</p> <p><u>EA&D - Creating with materials:</u> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent</p>
Makaton; Hot Cold Ball Tree Flower Holiday Teddy	Countries and flags	<ul style="list-style-type: none"> Following on from holidays and transport, we will use the globe again to look at the different places in the world the children have visited or will be visiting. We will introduce the flags of these countries and encourage the children to talk about them and perhaps make/draw them. We will talk with the children about where they and their families are from. The children can mark on a world map with their name and/or a flag. 	<p><u>PSED - Sense of self:</u> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (pg 61)</p> <p><u>PSED - Understanding Emotions:</u> Understands that expectations vary depending of different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (pg 64)</p> <p><u>C&L - Speaking:</u> Talks more extensively about things that are of particular importance to them (pg 74)</p> <p><u>PD -Health and Self-care:</u> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (pg 85)</p> <p><u>L - Reading:</u> Begins to develop phonological and phonemic awareness - Hears and says initial sounds in words (pg 89)</p> <p><u>L - Writing:</u> Includes mark-making and early writing in their play (pg 92)</p> <p><u>L - Writing:</u> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (pg 92)</p> <p><u>M - Composition:</u> Beginning to use understanding of number to solve practical problems in play and meaningful activities (pg 99)</p> <p><u>UTW - People and Communities:</u> Recognises and talks about significant events in their own experience (pg 106)</p> <p><u>UTW - The World:</u> Shows care and concern for living things and the environment (106)</p> <p><u>UTW - The World:</u> Begin to understand the effect their behaviour can have on the environment (pg 109)</p> <p><u>EA&D - Creating with materials:</u> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent</p>
Celebration s/festivals; World Oceans day (8th June) Fathers day (16th June)	Starting school;	<ul style="list-style-type: none"> We will be talking with the children about starting school. The children will be encouraged to use the 'which school am i going to' display to talk with their friends about their school and who is going with them. In the role play area there will be 'school seats', rulers, pencils, pens etc and lots of school uniform - St Mary's, Christ the King and Manorbrook for the children to wear and 'go to school'. There will also be empty 'registers' for the children to mark make their friends names and 'tick' who is in etc. We will talk more with the children about getting ready for school and the sort of things they need to be able to do. 	<p><u>PSED - Sense of self:</u> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers (pg 61)</p> <p><u>PSED - Understanding Emotions:</u> Understands that expectations vary depending of different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions (pg 64)</p> <p><u>C&L - Speaking:</u> Talks more extensively about things that are of particular importance to them (pg 74)</p> <p><u>PD -Health and Self-care:</u> Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely (pg 85)</p> <p><u>L - Reading:</u> Begins to develop phonological and phonemic awareness - Hears and says initial sounds in words (pg 89)</p> <p><u>L - Writing:</u> Includes mark-making and early writing in their play (pg 92)</p> <p><u>L - Writing:</u> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (pg 92)</p> <p><u>M - Composition:</u> Beginning to use understanding of number to solve practical problems in play and meaningful activities (pg 99)</p> <p><u>UTW - People and Communities:</u> Recognises and talks about significant events in their own experience (pg 106)</p> <p><u>UTW - The World:</u> Shows care and concern for living things and the environment (106)</p> <p><u>UTW - The World:</u> Begin to understand the effect their behaviour can have on the environment (pg 109)</p> <p><u>EA&D - Creating with materials:</u> Develops an understanding of using lines to enclose a space, and begins to use drawing to represent</p>

Rainbow Teddies Pre-School

<p>Songs; We recycle we recycle Ring o ring o roses My dad drives a rusty car 5 little ducks Baa baa black sheep Old Macdonald Children's choice</p>	<p>Sports day;</p>	<ul style="list-style-type: none"> We will be encouraging the children to take part in our sports day. We will create an obstacle course that involves climbing, jumping, rolling, running etc. We will carry out sports day over several days to ensure that all the children will have a go and take part. As the children take part, their friends will be encouraged to cheer them on. There will be medals for all the children at the end. The emphasis will be on taking part in sports day rather than winning. 	<p>actions and objects based on imagination, observation and experience (pg 114)</p>
<p>Sound of the week; Wk 1; z Wk 2; Wk 3; Wk 4; Wk 5; Wk 6; Wk 7;</p>	<p>Graduation;</p>	<ul style="list-style-type: none"> This will be a difficult and emotional week as we start to say goodbye to the children that we have had the pleasure of spending the last 9 months with. The children will have been practising something special for you all to see during this final week, make sure you bring your tissues! The rest of this week tends to be about playing and spending time with the children as oppose to planned activities. 	
<p>TERM 6;</p>	<p>P.E in the school hall;</p>	<p>Week 1; Simon says game Week 2; Rumble in the Jungle and ribbon dance Week 3; Stuck in the mud game Week 4; Climbing and balancing Week 5; Ring games Week 6; Summer/beach yoga Week 7; Music and movement</p>	<p><u>C&L - Listening and Attention:</u> Focusing attention - Can still listen or do, but can change their own focus of attention (pg 67) <u>PD - Moving and Handling:</u> Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise (pg 80) <u>PD - Moving and Handling:</u> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (pg 80)</p>
<p>TERM 6;</p>	<p>Music;</p>	<p>Week 1; SING; Row row row your boat, 1 little blue fish, baby shark, slippery fish. Week 2; PLAY; Story using instruments. Week 3; MOVE; Story using movement, scrimbling. Week 4; SING; Row your boat, 5 little men in a flying saucer, wheels on the bus, graduation songs. Week 5; PLAY; Listen to different types of music, express feelings, talk/draw. Week 6; MOVE; Rainforest storm (building sound using body percussion), free dance. Week 7; SING; Graduation songs.</p>	<p><u>EA&D - Creating with Materials:</u> Continues to explore moving in a range of ways (pg 114) <u>EA&D - Creating with Materials:</u> Develops an understanding of how to create and use sounds intentionally (pg114) <u>EA&D - Creating with Materials:</u> Sings familiar songs (pg 114)</p>
<p>TERM 6;</p>	<p>Home Learning suggestions;</p>	<p>Week 1; Encourage your child to help with recycling at home. Week 2; Talk about holiday memories with your child or plans for a future holiday. Week 3; What does your child know about different countries in the world? Week 4; Ask your child how they are feeling about school. Is there anything we can do to help? Week 5; Practise some jumping, running, climbing, rolling at home. Week 6; N./A Week 7; N/A</p>	<p>Same learning intentions as listed above. Please bring anything your child makes into Pre-school so the children can share what they have done with their friends. This is a real confidence boost for them.</p>