

Class 16 - Summer Term

<p>PHSE Individualised to meet EAP targets <i>Taking part in work or play involving two or three others.</i> Thinking about feelings and emotions <i>Showing concern for others for example, through facial expressions, gestures or tones of voice and offers sympathy for others in distress.</i></p> <p>PE Extend ourselves, heart-rate, fast and slow. Speed walking, running, swimming and Yoga</p>	<p style="text-align: center;"><u>Context for Learning</u> Going on a bear hunt Whatever Next! Delivered through stories, songs, fiction and non-fiction books, video and computer film clips.</p> <p style="text-align: center;">Drama & Music mood/tone</p> <hr/> <p>Enhancements Walk in Dunham park Field play- exploring tree and orchard area, tunnel (cave!) Sensory tray Story sack and props in group Class picnic</p>	<p>ART & DT Creating and applying familiar techniques to a task e.g. manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making a model.</p> <p><i>Use of tools, materials and simple actions- cutting, rolling.</i> Play dough Numicon, rollers and cutters. Make bear models. Clay, salt dough bears. Painting - requesting paint colours Cutting & sticking collage</p>
<p>ICT <i>Using pictures or symbols to show familiar places and what they are for; such as making simple plans and maps of familiar areas. Responding to simple instructions to control a device.</i></p> <p>Mapping, routes- beebots. Walks around school, familiar areas. Using a keyboard or touch screen to select letters and/or images for his/her own name. Typing names into computer using keyboard -word, overwriting names - notebook</p>	<p>Geography <i>To consolidates a sense of place and direction, following set routes around familiar places. Sorting and classifying objects in terms of simple features or properties e.g. pebbles or rocks found on a local walk, according to colour or size.</i> Weekly outings to park, café Class books Walk in Dunham to find bear- materials for art work e.g. leaves.</p> <p>Science <i>Whatever Next story!</i> Look at materials and their properties- sort into groups. Investigate- waterproof using water and sensory exploration</p>	
<p>English <i>Group Stories: We're going on a bear hunt, Whatever Next</i> <u>Reading:</u> Share class stories, make class versions of books and individual simplified versions of books individual reading ORT and others at appropriate level. Focus- Who? Where? <u>Phonics:</u> Songs, espresso activities Making words linked to stories using magnetic letters, matching. <u>Writing/ mark making:</u> Daily individualised hand writing activity to practice letter formation initially of names (og) Pictures, patterns to trace & follow. Pictures to mark make within- continuous provision areas. Make class 'Bear hunt' book- pupil's marks, overwriting, shape drawing / copying to make pictures e./g. bear Compose simple phrases/sentences to accompany pictures and photos. Ordering sentences. Labelling pictures using model to copy from or cut + stick. <u>Speaking and Listening:</u> SaLT targets & packs , EAPs. Retell stories- Who? Where? Emphasis. Focus on sight words- went, to, the, and . (class photo books) Role play- Act out stories- use props and pictures, dress up. Simon's drama group.</p>		
<p>Maths <u>Group time:</u> Counting and addition using Numicon with daily 'who is here today' faces. Counting, number recognition , action songs. <u>Individual Work:</u> individualised to meet EAP targets One to one correspondence. Matching numeral to amount. Sorting, categorising.</p>		

SPORTS DAY, PARENTS EVENING, PICTOR'S GOT TALENT, PICTOR MARATHON, FAMILY PICNIC, SCHOOL DISCO & ALL OTHER EVENTS WATCH OUT FOR DATES TO FOLLOW