

Moon Class Summer 2 - Let's be artists!

MATHS	LITERACY
<p>The children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Subitising Continue subitising, including '1 more' or 'doubles'. Subitise structured and unstructured patterns within 10. Identify when to count and when to subitise.</p> <p>Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Develop accuracy in both verbal and object counting.</p> <p>Composition Explore the composition of 10.</p> <p>Comparison Order sets of objects, link this to their understanding of the ordinal number system.</p>	<p>Little Wandle Phonics Daily reading and writing of Phase 2, 3 and 4 words. Tricky words - said, have, like, so, do, some, come, little, one, were, out, what, when, there Daily reading 1-1 with an adult of a book matched to their phonic level. Revise ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure.</p> <p>Power of Reading / Talk for Writing Read and discuss the book 'Lulu gets a cat' by Anna McQuinn. Answer questions about the story using colourful semantics. Read other books by Anna McQuinn..'</p> <p>Name writing Write their name and simple sentences about themselves, forming the letters correctly. Use finger spaces, capital letters and full stops.</p>
COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>I can greet staff and pupils using names. I can engage in story time activities and remember some of the story. I can engage in play alongside others (parallel play). I can engage in pretend play. I can engage in collaborative play with adult guidance. I can learn rhymes, poems and songs. I can respond to literal questions. I can identify objects and properties when they are described.</p>	<p>I can use a tripod pencil grip. I can start to use my non-dominant hand to stabilise and support objects. I can cut out shapes with regular scissors. I can watch and mimic simple movement sequences. Walk backwards. Hop on one foot. Kick ball with increasing accuracy toward a target. Catch a large sized ball with hands and body. Team skills and athletics.</p>
P.S.E.D / LIFE SKILLS	UNDERSTANDING THE WORLD / EXPRESSIVE ART AND DESIGN
<p>I can describe my feelings and identify why I feel that way. I can say or sign please, thank you and sorry. I am able to communicate what I would like to eat. I can communicate food likes and dislikes. I can use a knife and fork with adult assistance. I can start to think about the need for a variety of foods in a diet. I can look after my personal belongings by hanging up my coat and bag. I can put my shoes on the correct feet. I can dress independently. Safety - sun safety, beach safety, scooter safety.</p>	<p>Farm visit. Plants. Weather. Hot and cold places around the World. Physical features - sea, hill, mountains, river, beach, cliff, forest. Look for things they observe in Summer. Use senses to observe changes. Be curious about things that change. Comment on changes. Look for similarities & differences in their surroundings Packaging. 3d sculpture, artists - Jean Tinguely</p>

