

TERM 6: JOIN IN WITH A PERFORMANCE

INTENT

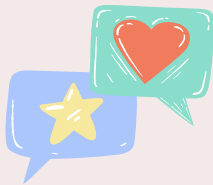
IMPLEMENT

IMPACT



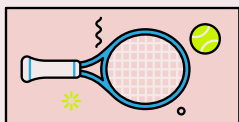
PSED: BEGINNING TO TAKE RISKS AND TRY NEW THINGS, WILL TRY TRICKY THINGS AGAIN, JOINS IN WITH OTHERS WITH INDEPENDENCE,

SETTING GOALS AND FOLLOW THEM THROUGH, RESILIENT AND ENGAGED, FOLLOW SIMPLE INSTRUCTIONS.



CAL: JOINS IN WITH FAMILIAR SONGS, RECALL SIMPLE REFRAINS IN STORIES, ASK FOR HELP

EXPRESS THOUGHTS AND IDEAS, ARTICULATE THEIR THOUGHT PROCESS, ASK QUESTIONS TO FIND OUT MORE, PREDICT, EXPLAIN, PERFORM.



PD: ENGAGE WITH TOILET TRAINING WITH SUPPORT, DEVELOP SELF HELP SKILLS WITH SUPPORT, MOVE TO MUSIC WITH RIBBONS AND SCARVES.

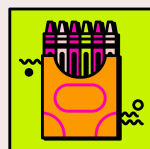
CHOOSE THE RIGHT RESOURCES FOR THEIR PLAN, COLLABORATE WITH OTHER TO CARRY OUT A PHYSICAL TASK, MAKE CONTROLLED AND PURPOSEFUL MARKS, USE TOOLS WITH CONTROL



LIT: KNOW THE DIFFERENCE BETWEEN LETTERS AND WORDS, RECOGNISE SOME FAMILIAR SOUNDS/LETTERS, USE IDEAS FROM FAMILIAR STORIES IN THEIR PERFORMANCES, WRITE FAMILIAR LETTERS FROM THEIR NAME.



MATHS: SHOWS INTEREST IN SOLVING REAL LIFE NUMBER PROBLEMS, RECOGNISE GROUPS TO 5, BEGIN TO RECOGNISE NUMERALS TO 5, NOTICE SHAPES WITHIN SHAPES OR REAL LIFE OBJECTS.



EAD: PLAY PERCUSSION AND TUNED INSTRUMENTS, EXPLORE MAKING DIFFERENT SOUNDS, EXPLORE THE SKILLS OF CONDUCTING MUSIC, LOOK CLOSELY AT OBJECTS SUCH AS FLOWERS TO DRAW OF PAINT.



UW: EXPLORE LIFE CYCLES, EXPLORE HOW THINGS WORK, WONDER AND TALK ABOUT THE WIDER WORLD.

CORE BOOKS: LISTENING TO LONGER STORIES, PREDICT ENDINGS, RECALL STORY SEQUENCE.

TALES TOOLKIT: USE PROPS TO CREATE STORIES IN DIFFERENT CONTEXTS, MAKE MARKS TO RECORD STORIES, INCLUDE IDEAS FROM FAMILIAR BOOKS

WELL COMM: FINAL ASSESSMENT

SUBITISING: UP TO 5, USING 5-FRAMES, WHAT TO DO WHEN THE FRAME IS FULL, USE IT TO SOLVE PROBLEMS

CURRICULUM VOCABULARY: NAMES OF INSTRUMENTS, FAST, SLOW, LOUD, QUIET, STOP, GO

I can ask for help if I need it.

I can collaborate with others.

I can use words to explain a process.

I can organise the resources I need for my chosen plan.

I can be resilient and remain engaged with an activity for some time..

I can join in with my friends to make music.

I can explore instruments to make different sounds.

I am confident enough to join in with a performance.

I can use tools, including scissors confidently.

I can make purposeful marks with control, including letters from my name.

I can subitise up to 5: identifying 5 and not 5.

I can use 5-frames and know what to do when the frame is full.