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| **Summer 1: Around the World** | |
| **Prime Areas of Learning** | |
| **Communication & Language** | * To continue learning new vocabulary and trying to use it throughout the day; including our ‘Word of the Week’ homework * To share photos of ourselves travelling to different places during ‘Show and Tell’ – this could include souvenirs from trips abroad or within the UK * Play ‘Around the World’ listening game to promote the importance of listening carefully |
| **Personal, Social & Emotional Development**  [This Photo](https://freepngimg.com/png/37323-pink-heart) by Unknown Author is licensed under [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/) | * To feel confident in trying new activities - be willing to ‘have a go’ * To try and complete some tasks independently before asking for help from an adult * To show resilience when things don’t work the way we want them to and think of alternative ways to solve a problem |
| **Physical Development** | * To develop throwing, catching and other ball skills * To enhance our fine motor skills using a variety of tools e.g. needles and thread * To begin to show accuracy and care when drawing * To negotiate space and obstacles safely and with consideration for others |
| **Specific Areas of Learning** | |
| **Mathematics** | **Nursery**   * To begin solving simple addition and subtraction problems with numbers to ten * To practise forming numerals to ten * To explore length, weight and capacity   **Reception**   * To use directional language and create simple maps * To explore sharing and grouping * To manipulate, rotate and decompose shapes |
| **Literacy** | * Nursery children will continue learning their phase 2 letter sounds and practise identifying initial sounds and segmenting words into their syllables * Reception children will continue to explore their phase 3 sounds; applying their knowledge in their reading and writing independently * Reading a variety of fiction books about different habitats around the world - including picture atlases! * Writing postcards from different places around the world * Creating a fact file about different habitats around the world * Learning traditional stories from around the world, e.g. Anansi the Spider and Australian Dreamtime tales. |
| **Understanding the World** | * A trip to the zoo to meet some exciting animals and learn how they are adapted to live in different habitats around the world! * Looking at food labels to find out where it was made – find the country of origin on the world map and talk about how the food has travelled to the UK to be eaten * Tasting food from other countries and cultures, expressing our likes and dislikes * Trying on clothes from different places around the world, discussing how the clothes are suited to the climate |
| **Expressive Art & Design** | * Creating aboriginal art using the dot painting technique * Explore silk painting techniques * Creating portraits in the ‘pop-art’ style * Creating a 3D model rainforest! |
| **Spanish (Reception only)** | * Learning how to describe ourselves and others (recap) * Learning how to say if we like something or don’t like something * To practise talking about ourselves * Revising introductions, greetings, colours and asking others how old they are/how they are feeling |
| **PE** | * Athletics; hurdles, skipping and relay races. Throwing. * Practising for sports day * Hitting and striking. |
| **Music**  music-notes[1] | * Using bodies, voices and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score * What makes a musical instrument, the four different groups of musical instruments and following a beat using an untuned instrument. |

**Attendance**

Excellent attendance and punctuality promote excellent learning and the opportunity for children to achieve their full potential.

Westfield School believes that regular school attendance is crucial in allowing children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.

The government has a national target of greater than 95%. We must statutorily monitor the attendance of our girls closely and work alongside you if attendance slips below expectation. (Further details on the school website.)

**We would be grateful therefore if you could inform us of any absences as soon as possible** andsupport us in promoting the value of education and regular school attendance at home. Please also share any changes in circumstances that may have an impact on attendance so we can work together to minimise the impact.