


<p><b>LIFE Skills (PSHE) – Managing Money</b></p> <ul style="list-style-type: none"> <li>• To know where money comes from.</li> <li>• To know how to look after money.</li> <li>• To know we can save or spend money.</li> <li>• To identify a want or a need</li> <li>• To be able to go shopping</li> </ul>	<p><b>English</b>  <b>Poetry – Let's do the flip-flop frolic!</b>  <b>Non-chronological report – Sally and the Limpet</b>  Read Sally and the Limpet. Explore and develop vocabulary for rockpools.  Experience and research rock pools.  Plan and write rockpool information booklets.</p>	<p><b>Maths</b>  <b>Fractions</b> (1 week)  Y1 – halving as doubling inverse, quarters of shapes.  Y2 – quarters of numbers, unit fractions.  <b>Money</b> (3 weeks)</p> <ul style="list-style-type: none"> <li>• Recognising coins and notes</li> <li>• Adding and subtracting money (Y1 &amp; 2)</li> <li>• Multiplication and division with money (Y2)</li> </ul> <p><b>Position and Direction</b> (2 weeks)</p>
<p><b>LIFE Skills (Emotions) – Zones of Regulation</b></p> <ul style="list-style-type: none"> <li>• To identify things I am good at</li> <li>• To identify things I can't do yet</li> <li>• To use positive words</li> <li>• To know ways that I am amazing</li> <li>• To know that I can learn new things</li> <li>• To know it is ok to make mistakes</li> </ul>	 <p><b>Rosebank School</b></p> <p><b>Summer Term 2022</b></p> <p><b>Willow Class</b></p>	<p><b>Science – Animals Including Humans (growth)</b></p> <ul style="list-style-type: none"> <li>• To know the life cycle of birth, growth, reproduction and death.</li> <li>• To know about reproduction and growth in animals.</li> <li>• To know how humans grow by looking at how babies grow into adults.</li> <li>• To know the life cycle of a frog.</li> <li>• To describe the life cycle of a butterfly.</li> </ul>
<p><b>LIFE Skills (Faith) – Why did Jesus teach through Stories?</b></p> <ul style="list-style-type: none"> <li>• To know the parable of the lost sheep.</li> <li>• To know the parable of the sower.</li> <li>• To know the parable of the House on the Rock and the House on the Sand.</li> <li>• To know the parable of the Prodigal son.</li> <li>• To know the parable of the Good Samaritan.</li> </ul>	<p><b>D&amp;T / Art - Making a money box.</b></p> <ul style="list-style-type: none"> <li>• To develop cutting skills</li> <li>• To make different shapes using templates with tabs.</li> <li>• To design a money box</li> <li>• To create a money box.</li> <li>• To evaluate my money box.</li> </ul>	<p><b>Geography – Seaside</b></p> <ul style="list-style-type: none"> <li>• Where are our Seasides?</li> <li>• To know basic features of the seaside (human geography)</li> <li>• To know basic features of the seaside (physical geography)</li> <li>• To know how to stay safe when visiting the seaside.</li> <li>• To know what activities to do when visiting the seaside (fishing, kite flying, building sand castles).</li> <li>• To visit a local beach.</li> </ul>
<p><b>LIFE Skills (ICP) – Leisure (AET 4.3 and 4.4)</b></p> <ul style="list-style-type: none"> <li>• To initiate interaction about leisure activity</li> <li>• To respond to interaction about leisure activity</li> <li>• To recall others involved in leisure activity or who have similar interests</li> <li>• To take turns within leisure activity</li> </ul>	<p><b>PE - Run, Jump, Throw (Y1 unit 2)</b></p> <ul style="list-style-type: none"> <li>• To use a range of agile moves</li> <li>• To recognise when to start and stop the activity</li> <li>• To negotiate obstacles</li> <li>• To explore a range of new core-based activities</li> </ul>	<p><b>Computing – Coding 2.1</b></p> <ul style="list-style-type: none"> <li>• To know what an algorithm is.</li> <li>• To program a collision detection algorithm.</li> <li>• To program a time-after command.</li> <li>• To program using different object types.</li> <li>• To create a programme using a button object.</li> </ul>

- To cope with the presence of others within leisure activities
- To cope with others approaching an activity differently

- To develop jumping and bounding
- To experience different starting positions

- To debug code.