

# Nurture Class, Term 5

## Canterbury

### KEY DATES

Tuesday 22nd April:  
Start of Term 5

Monday 12th – Friday  
16th May: Year 6 SATs  
week

Friday 23rd May: Last  
day of term 5

### Expressive Arts and Design

#### Canterbury

We will be looking at families and friends, things we might spot on the way to school or see around Canterbury..

**Children will be able to:** to explore colour and different techniques

#### Charanga Music:

##### Big Bear Funk

Listen and respond to different styles of music. Learn to sing or sing along with nursery rhymes and action songs. Play classroom instruments.



### Maths

#### White Rose Maths To 20 and Beyond

Build numbers beyond 10 (10-13). Continue patterns beyond 10 (10-13). Build numbers beyond 10 (14-20). Continue patterns beyond 10 (14-20). Verbal counting beyond 20 and counting patterns

#### How Many Now?

Add more - How many did I add?

Take away - How many did I take away?

#### Manipulate, Compose and Decompose

Select shapes for a purpose. Rotate shapes. Manipulate shapes. Explain shape arrangements. Compose shapes. Decompose shapes. Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes



### ENRICHMENT

#### Local Trip:

Canterbury walk

Year 3 Roman museum



Phase 1 alongside, Oral Blending, Segmenting and Alphabet Chant

Phase 3: or, ur, ow, oi, ear

Red words: hear, when, Today, when, what, come, some, push, pull, friend, school, out

Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words; Spell words by identifying phonemes in them and representing them with graphemes

Handwriting: Handwriting Patterns, Write Dance, Dough Disco

**Writing:** Children will know how to: write simple phrases and sentences that can be read by others; use full stops and capital letters at the beginning and end of a sentence; write recognisable letters, most of which are correctly formed; write a postcard to a friend. **Reading:** Children will: show an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate, where appropriate, key events in stories

### Phonics/ Literacy

### PSED

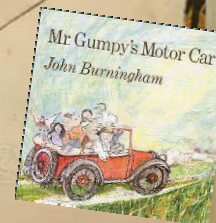
#### Jigsaw PHSE: Relationships

- Family life
- Friendships
- Breaking friendships
- Falling out
- Dealing with bullying
- Being a good friend

#### Children will know about:

How to be safe when crossing the road using "Think" resources.

How to be independent with their own personal hygiene.



### Physical Development

#### Gross Motor Skills: Fun and games

Children learn to move freely, run in a controlled way, changing speed and direction to avoid obstacles, and to accept the needs of others, turn taking and sharing.

#### Fine Motor Skills:

Children will know how to: cut along a straight line with scissors and begin to cut along a curved line; Draw with Rob; threading, weaving, dough disco and write dance.



### Understanding the World

#### White Rose Science

*From City to Sea:* Features of cities, towns and villages and ocean habitats and animals which live underwater The impact of pollution. *Look All Around:* Observing seasonal changes..

*Test It Out:* Identifying objects and materials and comparing their suitability for a particular purpose.

#### Design and Technology: Structures: Boats.

Explore 'waterproof,' 'floating,' and 'sinking,' experiment and make predictions with various materials, different features of boats and investigating their shape and structures to build their own.

#### Time Travellers:

Finding out about vehicles and how people travelled in the past e.g. horse and cart, steam trains, the first cars. Looking at old buildings in Canterbury and comparing them with modern buildings.

