

## MATHS

We explore numbers beyond 10 and 20 as well as developing a deeper understanding of composition numbers to 10. Children secure knowledge and understanding of number bonds as well as subtraction facts.

We represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally. Children focus on using all representations and strategies taught throughout the year to begin to record their ideas formally.

## COMMUNICATION AND LANGUAGE

Children develop their language skills when describing different habitats, countries and people who lived in different parts of the world. They describe their own experiences and opinions about places we have already visited or would like to visit. Children retell stories, and are especially encouraged to refer to texts other than the whole class texts, and tell longer stories when talking about events.

Children improve their listening skills when participating in story time and story discussions, and are encouraged to listen to, come up with, and respond to the questions of others.

## PHYSICAL DEVELOPMENT

By exploring different ways of moving, whilst negotiating space and obstacles safely, the children demonstrate strength, coordination and balance when constructing outdoors. Children engage in a wider range of games whilst developing confidence, precision and accuracy when playing with different equipment. They demonstrate strength, agility and balance whilst preparing for Sports Day and learn the names and rules of the relevant athletic sports and events.

Through the creation of fine patterns, and an exploration of, and imitation of, Aboriginal art, letters and symbols from around the world, they continue to develop their fine motor skills.

## EXPRESSIVE ART AND DESIGN

We explore aboriginal art and dot painting whilst learning about Australian culture. Children also look at writing styles and different symbols from around the world. Famous artist like G. Klimt, inspire children to draw, paint and sketch. They learn how to create their own artistic tools using natural resources such as feathers, sticks, leaves or grass. Plant and animals from around the world inspire our paintings, drawings and sculpture. Whilst learning about recycling, children create upcycled art out of everyday unwanted objects.



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We prepare ourselves for transition into Year 1 and for more formal learning. We listen attentively by responding appropriately, and practice responding even when engaged in activity. Through games and team work, children show an ability to follow instructions involving several ideas or actions. They describe and rehearse empathetic skills towards children and adults by showing sensitivity to others needs and respect.

## UNDERSTANDING THE WORLD

In this project, children learn about the global community in which we belong, and explore how living things, communities and climate differs around the World. We describe different habitats such as the jungle, the savannah, the Sahara Desert, and Antarctica, and look closely at flora and fauna specific to those areas. We identify common features for different groups of animals including wild and domestic animals. By exploring different continents and places on Earth, we learn to explain some similarities and differences between life in our own and other countries. We look at different cultures, religions and languages and taste tasting foods from different places in the world. We also describe different ways we can look after our planet while exploring "Michael Recycle" by E. Bethel and creating with recycling materials.



## LITERACY

As we continue to write independently every day, the children map the plot points of the story of "The Rainbow Fish" by M. Pfister and "The Snail and the Whale" by Julia Donaldson. We explore a range of non-fiction books related to our Big Wide World project and retell and re-enact the stories, performing in front of others. We develop our writing skills by building longer sentences and texts and writing freely about places we would like to visit, and continue to use language shared by Grandpa Fantastic to further improve our writing.

