

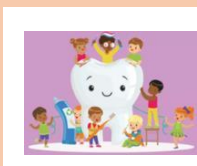
Summer 1

Themes, interests,
possible lines of
enquiry

Friendship/Feelings



Keeping Healthy



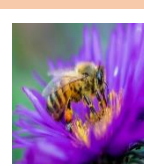
Earth Day
22nd April



St George's Day
23rd April



World Bee Day
20th May

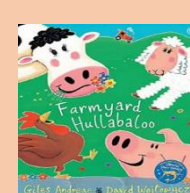
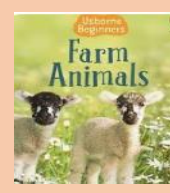
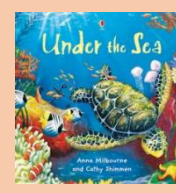
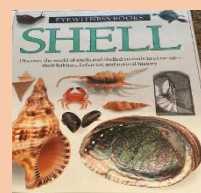
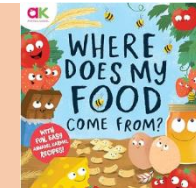
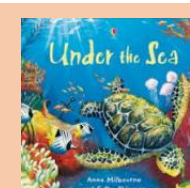
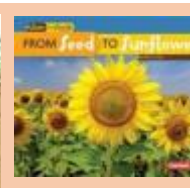


National Children's Gardening Week
25th May-2nd June



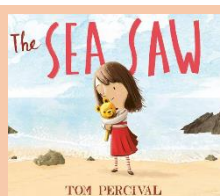
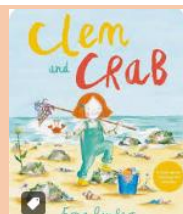
Suggested Texts

Themed
Books



Non-fiction books from local library

Summer
1
Literacy
texts

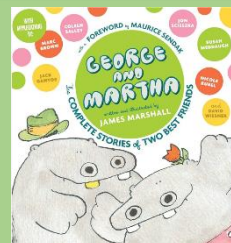


Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year
Communication and Language	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time.</p> <p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Understanding: Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p> <p>Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity. and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Personal, Social and Emotional Development	<p>Express feelings: Beginning to know when to initiate an apology where appropriate.</p> <p>Manage behaviour: Can follow instructions in a range of situations.</p> <p>Self-awareness: Know and can talk about their own abilities positively.</p> <p>Independence: Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Know and understands rules linked to road safety. Can follow directions with 3 parts.</p> <p>Collaboration: Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Social skills: Know how to be kind and considerate to the needs of others, beginning to respect a different point of view and work together in collaboration. Continue to develop skills of using gestures, nonverbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>

Jigsaw theme – Relationships

Covering - identifying some of the jobs I do in my family, how to make friends to stop myself from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words, using 'Calm Me' Time to

manage my feelings, know how to be a good friend.



RE - Key question F5: Where do we belong?

Know some occasions when they have felt special.

Begin to know some Christian beliefs about how people are special to God.

Know and talk about similarities and differences between themselves and others and amongst families.

Know symbols or badges which show belonging, including religious ones.

Physical Development

Develop the foundations of a handwriting style which is fast, accurate and efficient following school scheme.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Fine motor skills are the small movements used for control and precision during activities.

It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.

Get set for PE

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Combine different movements with ease and fluency.

REAL PE FOCUS

Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.

	<p>and link two movements together.</p> <p>Coordination skill: Sending and Receiving</p> <p>Agility skill: Reaction/Response</p>	
Literacy	<p>COMPREHENSION</p> <p>Know how to correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read books consistent with their phonic knowledge.</p>
	<p>WORD READING</p> <p>Know some letter groups that each represent one sound and say sounds for them.</p> <p>Know simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p>Daily and weekly reads with adults – reading book bag books for those who are red group and beyond for RWI phonics.</p>
	<p>WRITING</p> <p>Emergent writing:</p> <p>Know how to build words using known letter sounds in writing.</p> <p>Use familiar words in their writing.</p> <p>Composition:</p> <p>Knows how to write a simple sentence/caption which may include a full stop.</p> <p>Spelling:</p> <p>Knows how to spell some words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p> <p>Knows how to form most lower-case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. Include spaces between words.</p>	<p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p>
Phonics	<p>Depending on RWI groups</p> <p>Consolidate previously taught red words.</p> <p>Know new red words - she, they, are</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>

Write graphemes and digraphs (special friends) when they hear them, using a sound mat or sound wall for support if needed.

Mathematics

To 20 and beyond



Coverage- NCETM number blocks used

Ongoing Guidance - Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.

Counting patterns beyond 10

Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four.
Count on and back from different starting points, say what comes before or after a given number and to place sequences of numbers in order. Challenge to find larger numbers on number tracks and 100 squares.

	Spatial Reasoning	Provide opportunities to select and rotate shapes to fill a given space. Say why they chose a particular shape and why a different one wouldn't fit. Provide opportunities to match arrangements of shapes, use positional language to describe where shapes are in relation to each other. Provide opportunities for children to select shapes to complete picture boards or tangram outlines.
	Length and Height	Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)
	Comparing Mass	Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception than the bigger item is the heaviest.
	Comparing Capacity	Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.
Understanding the World	<p><i>History Links -</i> Causation: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Impact: Know about key roles people have and how they help us. Chronology: Know how to order personal experiences, e.g., recount an educational visit or stories.</p> <p><i>Geography Links -</i> Location and place knowledge Know some places that are special to members of their local community (looking closely at special places close to home and school)</p> <p>Enquiry: <i>Human Geography Links –</i> Respect: Know some places are special to members of their community and how they feel when they visit these places (RE LINK). Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: <i>Fieldwork Links -</i></p>	

	<p>Continue to participate in ‘Nature School’ sessions and identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment.</p> <p>Specific Scientific knowledge – Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil, and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. Know the name of the four seasons. Know the order of the four seasons. Know and describe seasonal weather patterns. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.</p> <p>Specific Scientific Vocabulary – Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches. Life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, lighter, darker, shadow</p> <p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>		
<p>Expressive Arts and Design</p>	<table border="1"> <tr> <td data-bbox="331 1235 1603 1528"> <p><u>Mark Making/Drawing:</u> Observational drawing - Sunflowers Show accuracy and care in their drawing. <u>Colour:</u> Skill: Exploring shades of colour and how to make different shades.</p> <p><u>Painting:</u> Experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types.</p> </td><td data-bbox="1603 1235 2206 1528"> <p><u>Ongoing</u></p> <p>Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Continue to explore and engage in music making and dance, performing solo or in groups.</p> <p><i>The children will have daily, continuous access to</i></p> </td></tr> </table>	<p><u>Mark Making/Drawing:</u> Observational drawing - Sunflowers Show accuracy and care in their drawing. <u>Colour:</u> Skill: Exploring shades of colour and how to make different shades.</p> <p><u>Painting:</u> Experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types.</p>	<p><u>Ongoing</u></p> <p>Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Continue to explore and engage in music making and dance, performing solo or in groups.</p> <p><i>The children will have daily, continuous access to</i></p>
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Printing:

Skill: symmetrical printing - butterflies as inspiration.

Materials:

Skill: Weaving (natural and manmade materials)

3D Work:

Skill: Making own props/ puppets to retell a story. Folding techniques e.g., fans, aeroplanes, books.

Cutting Skills:

Skill: use scissors independently.

Artist Study:

Alfred Wallis – looking at the paintings of the sea, boats and St Ives in Cornwall – links to theme of Beach and Clem and Crab story

a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.

They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work.

Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

In addition, specific skills and/or experiences will be planned (see opposite)