

Summer 1

Possible Themes & Interests
(based on interests the children have had in past years)

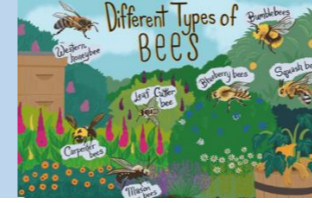
TRAINS/JOURNEYS/MAPS



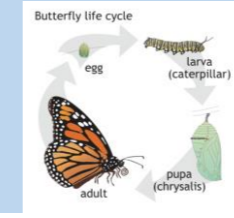
PLANTS - SUNFLOWERS



BEEES



LIFE CYCLES



FARM ANIMALS

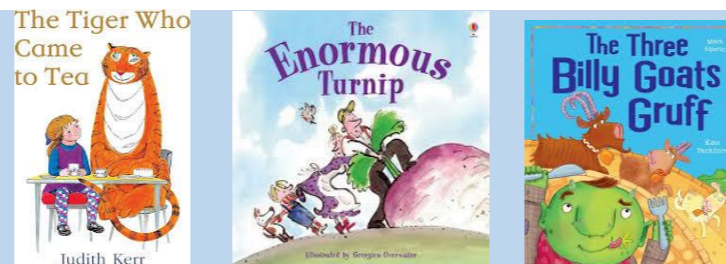


Suggested Texts


Books following possible themes

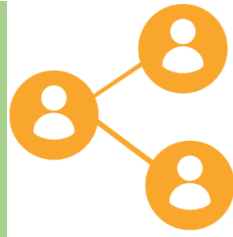


Summer 1
 Literacy Texts



Child led interests covered during the half term:

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
<p>Communication and Language</p> 	<p>Listening: Listen to and understand instructions about what they are doing, whilst busy with another task</p> <p>Attention: 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>			
<p>Personal, Social and Emotional Development</p>	<p>Express feelings: Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.</p> <p>Manage behaviour: Can follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness: Can talk about their own abilities positively.</p> <p>Independence:</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>			



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.
Understands rules linked to road safety.
Can follow directions with 3 parts.

Collaboration:
Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

Social skills:
Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

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 F4: Which times are special and why?

Physical Development



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

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.

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.

GETSET4PE

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

Complete separate fine motor writing assessment.

Assessment	Pre-Phonemic Stage					
	Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings
<p>Pictures tell a story to convey message</p>	<p>Starting point at any point of paper</p>	<p>Progression is from left to right</p>	<p>Match letters or symbols</p>	<p>Letter strings move from top to bottom and across the page</p>		<p>Separated by spaces to resemble different words</p>
Indicate initials below:						
Aut 1						
Aut 2						
Sp1						
Sp2						
Sum 1						
Sum 2						

LESSON 1	Theme: cars To work safely and develop running and stopping.
LESSON 2	Theme: aeroplanes To develop throwing and learn how to keep score.
LESSON 3	Theme: cyclists To play games showing an understanding of the different roles within it.
LESSON 4	Theme: buses To follow instructions and move safely when playing tagging games.
LESSON 5	Theme: boats To work co-operatively and learn to take turns.
LESSON 6	Theme: trains To work with others to play team games.

Specific Areas

Literacy



COMPREHENSION
 Correctly sequence a story or event using pictures and/or captions.
 Make simple, plausible suggestions about what will happen next in a book they are reading.
 Know the difference between different types of texts (fiction, nonfiction, poetry)
 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.
 Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.

WORD READING
 Read some letter groups that each represent one sound and say sounds for them.
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

WRITING
Emergent writing:
 Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.
Composition:
 Begin to write a simple sentence/caption may include a full stop.
Spelling:
 Spell words by drawing on knowledge of known grapheme correspondences.
 Make phonetically plausible attempts when writing more complex unknown words.
Handwriting:
 Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.
 Include spaces between words.
Helicopter stories progression:

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.

	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.				
Phonics	<p>Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.			

Area of learning

Objectives/skills

Revisit/ongoing throughout the year

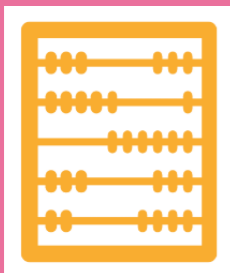
Best fit assessment

On track

not on track

extra focus assessment needed

Mathematics



To 20 and beyond



Subitising:

Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, bingo.

Counting:

Continue to apply counting principles when counting forwards and backwards within 10.
 Continue to support counting principles to find how many in a set or count out a required number of objects from a larger group.

Composition:

Continue to develop understanding that all quantities are composed of smaller quantities.

Sorting and Matching:

Continue to notice similarities and differences in matching and sorting objects in new contexts.

Comparing and Ordering:

Provide regular opportunities to compare and order quantities and measures.
 Continue to make comparisons by lining items up with 1:1 correspondence to compare directly.

	<p>Building numbers beyond 10</p>	<p>Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10. Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on.</p>				
	<p>Counting Patterns Beyond 10</p>	<p>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.</p>				
	<p>Spatial Reasoning</p>	<p>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.</p>				
<p>Understanding the World</p> 	<p><i>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child's interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.</i></p> <p><i>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</i></p> <p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Respect: Understand that some places are special to members of their community.</p>	<p>Communication: 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>Observation: 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. Understand the need to respect and care for the natural environment and all living things.</p>				

	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal.</p>				
<p>Expressive Arts and Design</p> 	<p><i>Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to 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 below).</i></p> <p>Marking Making/Drawing: observational drawing - Sunflowers Show accuracy and care in their drawing.</p> <p>Colour: identifying shades of colour and how to make different shades.</p> <p>Painting: 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>Printing: symmetrical printing - butterflies as inspiration.</p> <p>Textiles/materials: Weaving (natural and manmade materials)</p> <p>3D Work: Making own props/puppets to retell a story. Folding techniques e.g., fans, aeroplanes, books. Choosing materials for effect e.g., feather headdress</p> <p>Cutting Skills: use scissors independently.</p> <p>Artist Study: Van Gogh</p> <p>Poetry Basket:</p> <p>poetCharanga Songs: Big Bear Funk (a transition unit that prepares children for their musical learning in Year 1)</p> <p>Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing, and mapping</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			