



Summer 1

Possible Themes & Interests (based on interests the children have had in past years)		<div>SPACE / ALIENS</div> <div>EARTH</div> <div>SUPERHEROES</div> <div>SUMMER</div>			
Suggested Texts	Books following possible themes	<div><div>The Colour Monster</div><div>The Way I Feel</div><div>THE AMAZING LIFE CYCLE OF PLANTS</div><div>THE EXTRAORDINARY GARDENER</div><div>Poopy and the BLOOMS</div><div>Aliens Love Underpants</div><div>HERE COME THE ALIENS!</div><div>Red Rockets and Rainbow Jelly</div><div>My First Book of Planets</div><div>my very first Space book</div><div>Dear Earth</div><div>TEN LITTLE ALIENS</div><div>THE WAY BACK HOME</div><div>The Smurfs and the Magic Tree</div><div>How to Catch a Star</div><div>Zoom to the Moon!</div><div>Goodnight Spaceman</div><div>MEET THE PLANETS</div><div>A PLANET FULL OF PLASTIC</div><div>WHAT A WASTE</div><div>Brave</div><div>REAL SUPERHEROES</div><div>SUPERTATO</div><div>WHAT'S MY SUPERPOWER?</div><div>DR RANJ SUPERHERO Like You</div><div>REAL SUPERHEROES</div><div>Clothesline Clues</div></div>			
	Summer 1 Literacy Texts	<div><div>Aliens Love Underpants</div><div>Goodnight Spaceman</div><div>SIMON BARTRAM MAN ON THE MOON</div><div>SUPERTATO</div><div>PEOPLE WHO HELP US</div><div>Richard Scarry's WHAT DO PEOPLE DO ALL DAY?</div><div>SUPERWORM</div></div>			


Child led interests covered during the half term:

Area of learning	Knowledge and Skills (Know how, know that, know the)	Revisit/ongoing throughout the year	
<div>Communication and Language</div> <div></div>	<p>Listening: Know how to listen to and understand instructions about what they are doing, whilst busy with another task</p> <p>Attention: Know how to 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. Know how to ask questions to find out more. Ask and answer ‘what’, ‘where’, ‘when’, and ‘what could we do next’ questions. Know how to 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. Recall key facts from non-fiction texts shared.</p> <p>Speaking: Know how to 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”. Know how to express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Speak in longer sentences joined by conjunctions following a spoken model. Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?” Talk about the past, using new words learned.</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>	
<div>Personal, Social and Emotional Development</div> <div></div>	<p>Express feelings: Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them. Talk about their feelings in detail.</p> <p>Manage behaviour: Know how to follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness: Can talk about their own abilities positively. Can adapt and refine own thinking and actions when encountering a problem during play.</p> <p>Independence: Complete challenges set for themselves and set by an adult. 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 understand rules linked to road safety. Know how to 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 considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p> <p>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.</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> <p>Health and Well-being Keeping my body clean Healthy eating Exercise, sleep, hygiene Keeping my mind happy Being myself NSPCC PANTS Rules The Hugglescote Way Zones of Regulation</p>	



RE - Key question F4: Which times are special and why?

Physical Development



Know the foundations of a handwriting style which is fast, accurate and efficient.
Know how to form some capital letters matched to lower case letters known, with support.

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.

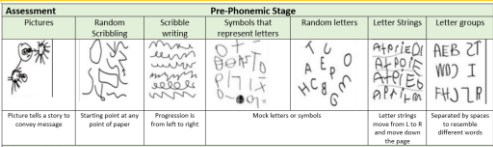
Know how to combine different movements with ease and fluency.
Know the group games which involve ball skills and control of large-scale movements.

Know how to talk about the factors that support health and wellbeing (Healthy Schools Week)

PE FOCUS
Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together.
Coordination skill: Sending and Receiving
Agility skill: Reaction/Response


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	Random Scribbling	Scribble writing	Pre-Phonemic Stage	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	
Indicate initials below:						
Aut 1						
Aut 2						
Sp1						
Sp2						
Sum 1						
Sum 2						

Specific Areas

Literacy



COMPREHENSION
Know how to 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)
Know how to 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
Know how to read some letter groups that each represent one sound and say sounds for them.
Know how to read simple phrases and sentences made up of words with known letter–sound correspondences
Begin to read Phase 4 Tricky words.

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.

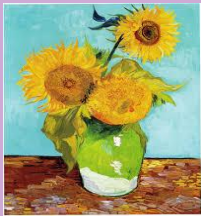
	<p>Know how to fluently read a book matched to my phonic ability.</p> <p>WRITING</p> <p>Emergent writing:</p> <p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition:</p> <p>Know how to begin to write simple sentences/captions using any taught digraphs/trigraphs and may include a full stop.</p> <p>Spelling:</p> <p>Know how to spell words by drawing on knowledge of known grapheme correspondences.</p> <p>Read and spell longer words containing adjacent consonants</p> <p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p> <p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p> <p>Include spaces between words.</p>		
Phonics	<p>Phase 4 - Little Wandle</p> <p>Week 1 - short vowels CVCC</p> <p>Week 2 - short vowels CVCC CCVC</p> <p>Week 3 - short vowels CCVCC CCCVC CCCVCC longer words</p> <p>Week 4 - longer words compound words</p> <p>Week 5 - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	

Area of learning

Knowledge and Skills (Know how, know that, know the)

Mathematics		Revisit/ongoing throughout the year	
		<p>To 20 and beyond</p> 	
Building numbers beyond 10		Subitising: Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, bingo.	
Counting Patterns Beyond 10		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.	
Spatial Reasoning		Composition: Continue to develop understanding that all quantities are composed of smaller quantities.	
Understanding the World		Sorting and Matching: Continue to notice similarities and differences in matching and sorting objects in new contexts.	
<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. Can compare the lives of other people in the past with their life now.</p>		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.	
		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.	
		Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Forest Friday' sessions and making	

	<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. Know how to talk about the past in contrast to the present using pictures, characters and stories.</p> <p>Respect: Understand that some places are special to members of their community. Know the different religions / cultures - similarities and differences from their own</p> <p>Mapping: Know how to draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: Know the significant people who have travelled in space Know how to talk about ways in which we can help to look after our planet. Know the key features of the life cycle of a plant.</p> <p>RE focus: What places are special and why?</p> <p>Welly Wednesday</p> <table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Life Cycle</td><td>Little Caterpillar</td><td>Planet Earth</td><td>Too Much Stuff/Tidy</td><td>Sunflowers</td><td>Mini beasts</td></tr><tr><td>Life cycle of a frog School pond, frog spawn, tadpole, froglet, frog</td><td>Life cycle, egg, caterpillar, cocoon, butterfly</td><td>How to protect our planet, recycling, planet, earth Weaving, threading</td><td>Recycling, plastic, metal, paper, environment</td><td>Van Gogh Lifecycle, seed, shoot, roots, leaves, flowers, soils, water, sunflower</td><td>Bug Hunt, millipede, spider, worm, insect, caterpillar, wings, antennae, legs</td></tr></table>												Life Cycle	Little Caterpillar	Planet Earth	Too Much Stuff/Tidy	Sunflowers	Mini beasts	Life cycle of a frog School pond, frog spawn, tadpole, froglet, frog	Life cycle, egg, caterpillar, cocoon, butterfly	How to protect our planet, recycling, planet, earth Weaving, threading	Recycling, plastic, metal, paper, environment	Van Gogh Lifecycle, seed, shoot, roots, leaves, flowers, soils, water, sunflower	Bug Hunt, millipede, spider, worm, insect, caterpillar, wings, antennae, legs	observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.	
																										
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<p>Expressive Arts and Design</p> 						Listen attentively, move to and talk about music, expressing their feelings and responses.																				
						Explore, use, and refine a variety of artistic effects to express their ideas and feelings.																				
						Explore and engage in music making and dance, performing solo or in groups.																				
						Can listen to and respond to recorded music from different traditions, genres, styles and times.																				



Poetry Basket:

I have a little frog	Dance
Five little peas	Pitter Patter
Monkey Babies	If I were so very small

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.
Know how to use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing, and mapping