
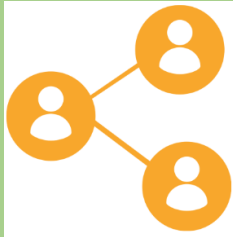





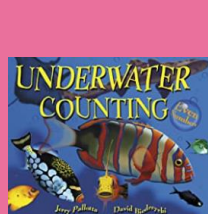


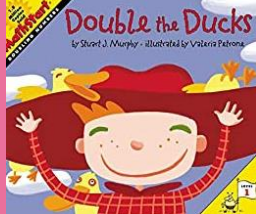

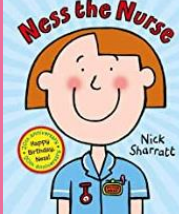

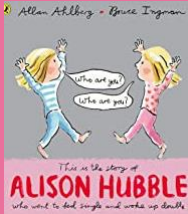
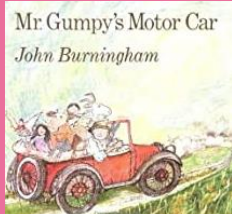
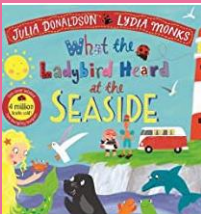
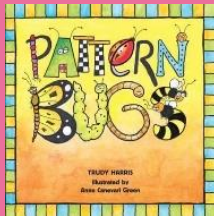
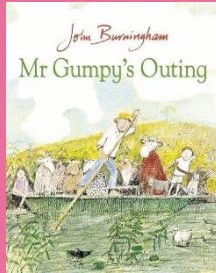
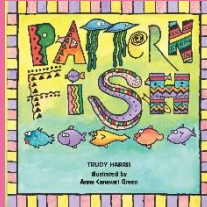
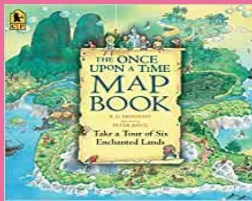
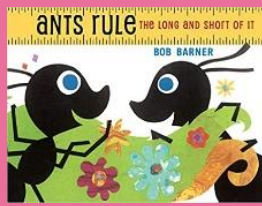
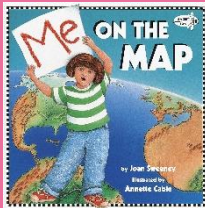

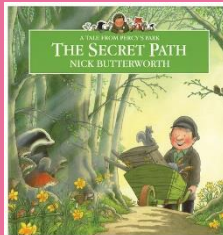
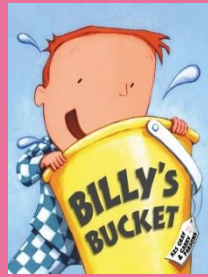
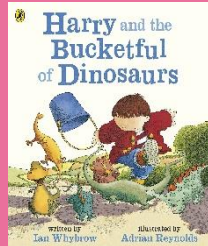
Summer 2

Themes, interests, possible lines of enquiry		SUMMER/HOT PLACES		SEASIDE/MERMAIDS/PIRATES		JOURNEYS		TRANSITION INTO YEAR 1		FATHER'S DAY	
											
Suggested Texts	Themed books										
											
											
	Summer 2 Literacy Texts										



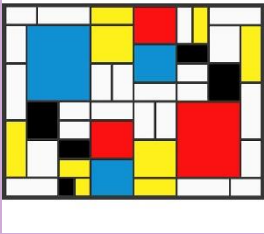
Area of learning		
Knowledge and Skills (Know how, know that, know the)		Revisit/ongoing throughout the year
<div>Communication and Language</div> <div></div>	<p><b>Listening:</b> Know that they can respond to what they hear with relevant questions, comments, or actions.</p> <p><b>Attention:</b> Know how to play co-operatively and know that they can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p><b>Respond:</b> Know how to make comments about what they have heard and ask questions to clarify thinking. Know that they can respond by asking if unsure and use words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”.</p> <p><b>Understanding:</b> Retell a story with some exact repetition and in their own words. Know that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc Know that a range of words can describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. “It lives in the jungle and is fierce with big teeth and is stripy.”</p> <p><b>Speaking:</b> Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all my dinner”</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.</p>
	<div>Personal, Social and Emotional Development</div> <div></div>	<p><b>Express feelings:</b> Knows some strategies to deal with anger and frustration. Knows words to identify and moderate own feelings. Beginning to know how to negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p><b>Manage behaviour:</b> Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p><b>Self-awareness:</b> Knows they are a unique and valued individual, and can talk about self, abilities, and interests in positive terms. Independence: Can seek out a challenge and enjoy the process. Knows what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p><b>Collaboration:</b> Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others’ needs and feelings.</p> <p><b>Social skills:</b> Can resolve conflict and able to compromise. Can take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them</p> <p><b>Life Learning:</b> <b>Aiming high and how I’ve changed</b> <b>Transition</b> Relationships Zones of Regulation How I’ve changed My responsibilities</p>

	<p>Happy memories Friendships I've made My goals for year one</p> <div></div> <p>RE - Key question: What is special about our world and why?</p>	
<p><b>Physical Development</b></p> <div></div>	<p><b>Fine Motor</b></p> <p>Know how to 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.</p> <p><i>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</i></p> <p><b>Gross motor</b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Know how to travel with confidence and skill, negotiating space independently.</p> <p><b>PE FOCUS</b></p> <p><b>Health and Fitness Focus</b> – Aware of why exercise is important for good health, understanding the importance of exercise and healthy eating.</p> <p><b>Agility skill:</b> Ball chasing <b>Static balance skill:</b> Floor work</p>	<p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>
<p><b>Literacy</b></p> <div></div>	<p><b>COMPREHENSION</b></p> <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Know and recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><b>WORD READING</b></p> <p>Read and spell most tricky words from Phase 4 e.g., said, like, have, so. Read and spell Phase 3 tricky words, sometimes following a model. Re-read what they have written to check that it makes sense. Fluently read a book matched to phonic ability.</p> <p><b>WRITING</b></p> <p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC</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>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p><b>Handwriting:</b></p> <p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> <p><b>The Write Stuff</b></p> <p>Friendship / sharing</p> <ul style="list-style-type: none"><li>Rainbow Fish</li></ul> <p>Non-fiction</p> <ul style="list-style-type: none"><li>The Snail &amp; The Whale</li></ul>															
Phonics	<p><b>Phase 4</b></p> <p>Consolidate phase 2 and 3 skills.</p> <p>long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words</p> <p>root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p>Reading longer words</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>														
Mathematics	<p><b>Sharing and Grouping</b></p> <div></div> <p>Continue to revisit key skills – counting, subitising, composition, sorting, matching, comparing &amp; ordering.</p> <table><tr><th>Coverage</th><th>Ongoing Guidance</th></tr><tr><td><b>Consolidation of key skills – Subitising Counting Composition Sorting and Matching Comparing and Ordering</b></td><td>Subitising – regular opportunities to instantly recognise small quantities. Counting – Practice and consolidate counting on and back within 10. Composition – all quantities are composed of smaller quantities. Sorting &amp; Matching – Notice similarities and differences. Comparing &amp; Ordering – Compare and order quantities ad measures.</td></tr><tr><td><b>Adding More</b></td><td>Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.</td></tr><tr><td><b>Taking Away</b></td><td>Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts. Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left</td></tr><tr><td><b>Shape</b></td><td>Shapes can be combined and separated to make new shapes. Encourage children to explore combining a set of given shapes in different ways.</td></tr></table> <p><b>Visualise, Build and Map Making Connections</b></p> <div></div> <table><tr><th>Coverage</th><th>Ongoing Guidance</th></tr><tr><td><b>Doubling</b></td><td>Double means ‘Twice as many’. Build doubles using real life objects &amp; maths equipment. Provide examples of doubles and non-doubles.</td></tr></table>		Coverage	Ongoing Guidance	<b>Consolidation of key skills – Subitising Counting Composition Sorting and Matching Comparing and Ordering</b>	Subitising – regular opportunities to instantly recognise small quantities. Counting – Practice and consolidate counting on and back within 10. Composition – all quantities are composed of smaller quantities. Sorting & Matching – Notice similarities and differences. Comparing & Ordering – Compare and order quantities ad measures.	<b>Adding More</b>	Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.	<b>Taking Away</b>	Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts. Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left	<b>Shape</b>	Shapes can be combined and separated to make new shapes. Encourage children to explore combining a set of given shapes in different ways.	Coverage	Ongoing Guidance	<b>Doubling</b>	Double means ‘Twice as many’. Build doubles using real life objects & maths equipment. Provide examples of doubles and non-doubles.
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	<b>Sharing and Grouping</b>	Equal opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group.
	<b>Even and Odd</b>	Some quantities will share equally into 2 groups, and some won't. They may also notice that some quantities can be grouped into pairs, and some will have one left over.
<div>Understanding the World</div> <div></div>	<p>History Links –</p> <p><b>Causation:</b> Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories. Compare seaside holidays in the past to holidays now.</p> <p>Geography Links –</p> <p><b>Location and place knowledge</b> Know some places that are special to members of their local community (looking closely at special places close to home and school) Use photos and pictures to locate places on a simple map.</p> <p><b>Enquiry:</b> Comment on images of familiar situations in the past. To differentiate between land and water/seaside's Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.</p> <p><b>Respect:</b> Animals and plants and know how to care for an animal/plant</p> <p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p><b>Enquiry:</b> Fieldwork Links – Continue to participate in ‘Welly Wednesday’ sessions and identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment.</p> <p><b>Specific Scientific knowledge –</b> Seasonal changes - know the name of the current season, Describe about how the seasons can affect the natural world and how things grow. Know how to stay safe in the summer. Changing states of matter - know that water can freeze into ice, melting back to water. Materials - name magnetic materials, sort and explore magnetic / non-magnetic materials</p> <p><b>Specific Scientific Vocabulary –</b> Summer, heat, growth, plants, garden, parts of a plant, sun (safety), common plants and flowers in Summer time Freeze, melt, temperature, heat magnetic, nonmagnetic, magnets, poles, sorting, metals.</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.</p> <p>Describe what they see, hear, and feel outside. Explore the natural world around them by taking part in weekly forest school inspired ‘Welly Wednesday’ sessions and making observations and drawing pictures of animals and plants</p>
<div>Expressive Arts and Design</div> <div></div>	<p><b>Mark Making/Drawing:</b> <b>Skill:</b> produce more detailed work and say what they have included.</p> <p><b>Colour:</b> <b>Skill:</b> to be able to choose a particular colour for a purpose.</p> <p><b>Painting:</b> <b>Skill:</b> paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p> <p><b>Printing:</b> <b>Skill:</b> to be able to create using own ideas and explain choices.</p> <p><b>Materials:</b> <b>Skill:</b> Sewing using a pre- running stitch with natural resources.</p> <p><b>3D Work:</b> <b>Skill focus:</b> be able to select tools and techniques needed to assemble and join materials they are using for a specific reason.</p> <p><b>Cutting Skills:</b> <b>Cutting skill:</b> use scissors for a particular purpose when combining different media and materials.</p> <p>Artist Study: <b>Piet Mondrian</b> <b>Claude Monet</b></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 a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity.</i></p> <p><i>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.</i></p> <p><i>In addition, specific skills and/or experiences will be planned (see opposite)</i></p>



Musical/Song development:

**Big Bear Funk Poetry Basket:**

- 1. The Fox
- 2. Monkey Babies
- 3. Thunderstorm
- 4. Five Little Owls
- 5. If I were so very small
- 6. Under a stone

**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