
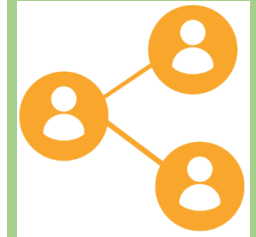
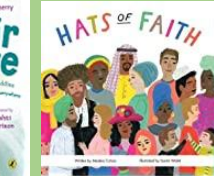

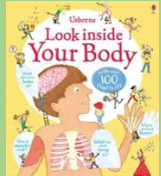


Summer 2 2024 – The World Around Us.						
Possible Themes & Interests (based on interests the children have had in past years)		SUMMER/HOT PLACES		SEASIDE	ANIMALS FROM AROUND THE WORLD	TRAVEL
						
Suggested Texts	Books following possible themes					
	Summer 2 Literacy Texts					

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Best fit assessment		
			On track	not on track	extra focus assessment needed
Communication and Language	<p><b>Listening:</b> Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p><b>Attention:</b> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p><b>Respond:</b></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>			

	<p>Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses 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. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to 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>Personal, Social and Emotional Development</p> 	<p><b>Express feelings:</b> Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can 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> See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p><b>Independence:</b> Can seek out a challenge and enjoy the process. Understands 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. 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>Jigsaw theme – Changing Me</b> Covering – Naming parts of the body, knowing what foods are healthy, understanding that we grow from babies to adults, expressing feelings about moving to Year 1, talking about worries and sharing best bits of the Reception year.</p> <div data-bbox="382 1642 1329 1806"></div> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Know the names and functions of some parts of the body (see vocabulary list)</li><li>• Know that we grow from baby to adult</li></ul>	<p>Continue to develop communication 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>			

- Know who to talk to if they are feeling worried
- Know that sharing how they feel can help solve a worry
- Know that remembering happy times can help us move on

Social and Emotional Skills

- Can identify how they have changed from a baby
- Can say what might change for them they get older
- Recognise that changing class can elicit happy and/or sad emotions
- Can say how they feel about changing class/ growing up
- Can identify positive memories from the past year in school/ home

Consent curriculum

- Can I begin to understand that parts of my body are private?

Activity: Look at the ‘Everyone has private parts’ poster and design your own pants.

RE - Which stories are special and why? This unit links F1 Which stories are special and why? (RE agreed Syllabus) In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

What is special to you and why?

Which stories do you know that are special to Christians?


How might a story from the Bible show a Christian how to treat other people?

Which stories are special to Christian and Jewish people?

What is the holy book for Muslims?

Which stories are special to Muslims?

Physical Development



Fine Motor

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.*

Gross motor

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

REAL PE FOCUS

Health and Fitness Cog Focus – Aware of why exercise is important for good health.

Unit 6 Health and Fitness

I am aware of the changes to the way I feel when I exercise.








Agility Ball Chasing

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.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.


Develop overall body-strength, balance, co-ordination, and agility.

Complete separate fine motor writing assessment.

Assessment	Pre-Phonemic Stage					
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	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						
Spr1						
Spr2						
Sum 1						
Sum 2						


	<p><b>I can start and stop quickly.</b></p> <p><b>I can arrive in the correct position to collect the ball (timing).</b></p> <p><b>I can collect the ball with balance/control.</b></p>				
	<p><b>Static Balance Floor Work</b></p> <p><b>I can maintain balance throughout.</b></p> <p><b>I can balance and hold the correct position.</b></p> <p><b>I can balance with control when changing balance/position.</b></p>				
	<p><b><u>Real Dance</u></b></p> <p><b>Artistry Musicality</b></p> <p>I can understand how to count to the beat of the music.</p> <p>I can demonstrate a visible change in movement when music is changed.</p> <p>I can perform a range of different shapes with control to different music.</p>				
	<p><b>Artistry (Making)</b></p> <p>I can demonstrate strong starting and finishing positions – strong core.</p> <p>I can perform a variety of shapes, circles and silk moves with balance and control.</p> <p>I can develop a sequence of movements with my partner, including shapes, circles and partnering.</p> <p>Sports Day events and routines practise x 1 session per week.</p>				

Specific Areas

<div>Literacy</div> <div></div>	<div>COMPREHENSION</div> <div>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.</div> <div>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</div> <div>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</div> <div>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</div>	<div>Read 3x per week in group sessions with class teacher.</div>			<div>Read at least 2x per week with adult 1:1</div> <div>Allow these chn to have plenty of access and opportunity to telling their helicopter stories and mark making alongside this.</div>
	<div>WORD READING</div> <div>Read some tricky words from Phase 4 e.g., said, like, have, so.</div> <div>Re-read what they have written to check that it makes sense.</div>	<div>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.</div>			
	<div>WRITING</div> <div>Emergent writing:</div> <div>Show awareness of the different audience for writing.</div> <div>Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.</div> <div>Composition:</div> <div>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.</div> <div>Write different text forms for different purposes (e.g., lists, stories, instructions).</div> <div>Begin to discuss features of their own writing e.g., what kind of story have they written.</div> <div>Spelling:</div> <div>Spell words by drawing on knowledge of known grapheme correspondences.</div> <div>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC</div> <div>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</div> <div>Handwriting:</div> <div>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</div> <div>Helicopter stories progression:</div> <div>Child confident to write a simple short story. May still need a phonics mat to support.</div>				
<div>Phonics</div>	<div>Level 4 – Whole Class</div> <div>Read CVCC words</div> <div>Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</div>	<div>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</div>			



	<p>Read Common Exception words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Read sentences using phonic knowledge, including digraphs and trigraphs.</p>				
<div>Mathematics</div> <div></div>	<p><i>Review and assess</i> <i>Automatic recall of bonds to 5</i></p> <p><i>Identify unit of repeating patterns ( Su block 5)</i></p> <p><i>Review and assess</i></p> <p><i>Automatic recall of bonds to 5</i></p> <p><i>Create and explore pattern rules( Su block 5)</i></p> <p><i>Review and assess</i></p> <p><i>Comparison</i></p> <p><i>Describe position( Su block 5)</i></p> <p><i>Review and assess</i></p> <p><i>Number patterns</i></p> <p><i>Give instructions to build( Su block 5)</i></p> <p><i>Review and assess</i></p> <p><i>Counting</i></p> <p><i>Explore mapping( Su block 5)</i></p>				
<div>Understanding the World</div> <div></div>	<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><b>Chronology:</b> Order experiences in relation to themselves and others, including stories. Recount educational visit.</p> <p><b>Enquiry:</b> Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p><b>Respect:</b> Animals and know how to care for an animal/pets.</p> <p><b>Mapping:</b> Create own maps using grid paper and symbols (x marks the spot treasure maps).</p>	<p><b>Communication:</b> 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><b>Observation:</b> 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>Number Intervention- consolidation of numbers 0-5, order numbers, number bonds to 5. Extend to 10.</p>

<div>Expressive Arts and Design</div> <div></div>	<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><b>Marking Making/Drawing:</b> Skill: produce more detailed work and say what they have included.</p> <p><b>Colour:</b> Skill: to be able to choose a particular colour for a purpose.</p> <p><b>Painting:</b> Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p> <p><b>Printing:</b> Skill: to be able to create using own ideas and explain the choices.</p> <p><b>Cutting Skills:</b> Cutting skill: use scissors for a particular purpose when combining different media and materials.</p> <p><b>Poetry Basket:</b> Sliced bread A Little Shell Thunderstorm Under a stone</p> <p><b>Charanga Songs:</b> <b>Reflect, Rewind &amp; Replay</b> Listen and appraise. Play instruments within the song. Improvisation using voices and instruments. Riff-based composition Share and perform the learning that has taken place.</p> <p><b>Being Imaginative:</b> 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>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>			
--	--	---	--	--	--