

Golden Thread

Understand and embrace the wider world

Communication and language

Listen and understand instructions while busy with another task.

Maintain activity while listening.

Understand how, why, who, when, where questions.

Speaking Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences.

Use language to reason and begin to understand humour.

Maths

NCTEM Maths Mastery Programme (Number)

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds

- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame

- compare quantities and numbers, including sets of objects which have different attributes

- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

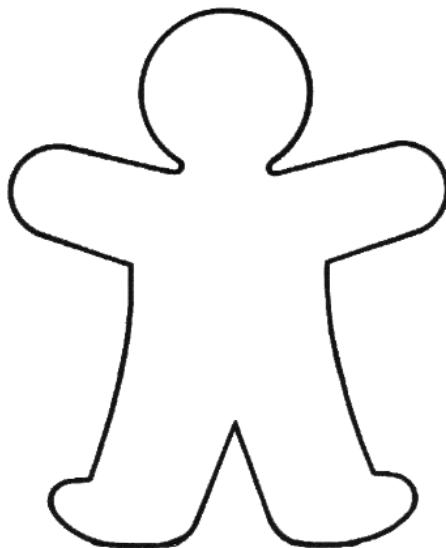
- begin to generalise about 'one more than' and 'one less than' numbers within 10

- continue to identify when sets can be subitised and when counting is necessary

- develop conceptual subitising skills including when using a rekenrek

Summer Term One

Possible lines of enquiry- child led



Possible key texts linked to lines of enquiry

Vocabulary focus- linked to texts or PLODS

Personal, social and emotional development

Summer 1 and 2

- Beginning to know that children think and respond in different ways to them.
- Children will know how regular teeth brushing is important for their health.
- Children will know what a sensible amount of screen time is and why this is important for their health.
- Can talk about their own abilities positively.
- Confident to try new activities
- Show resilience and perseverance.
- Able to identify and moderate own feelings.
- See themselves as a unique and valued individual.
- Children will know about the importance of a good sleep routine for their health.
- Can seek out a challenge and enjoy the process.
- Show sensitivity to others' needs and feelings.

Physical development

Gross Motor

Learning to ride a peddle bike safely

Combine different movements with ease and fluency-resilience

Sporting influence – using skills and explore wider possibilities/contexts

Fine Motor

Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop finger strength within provision-colouring, scissor activities, craft and junk modelling, small construction, zips, buttons, painting, sewing, woodwork Encourage a tripod grip for effective writing begin to develop foundations of a handwriting style

Adult led- handwriting, scissor skills, pencil grip VC and CVC writing

Children to dress independently with little adult support

Understanding the World

Past and present (History) Summer 1

Ask 'How do we know?' questions about the past

Read books such as Little People Big Dreams,

Look at art, music, photographs and artefacts depending on the PLODS to explore and wonder about the past beyond living memory

People, culture and communities (Geography) Summer 1 and 2

Recognise some environments that are different from the one in which they live e.g. Australia

Notice different places on maps and world maps

Read books about 'homes' 'school' 'play' 'food' around the world

RE Summer 1 Thematic Study- What is special about our world?

The Natural World (science) Summer 1 and 2

Signs of Spring/Summer- observe trees, plants and flowers, draw pictures, recognise and name basic parts

Life-cycles-observe in class (frogs/caterpillars)

Growing plants, beans, gardening outside

Spring walk around the village -Explore HOT places in the world-links to GEOG weather, animals, similarities and differences

Notice the Summer weather and effects on the outdoors and themselves (links to PSED-keeping safe in the sun)

Expressive art and design

(Summer 1 and 2)

Creating with materials (Art and Design,DT)

Possible Artist study- Matisse, Van Gogh, Richard Shilling

An artist linked to historical or geographical enquiry

Children will know how to make different shades of the same colour.

Children will explore drawing techniques using different materials.

Children will explore printing

Children will know how to make a flange join.

Children will know how to sew to join.

Being imaginative and expressive (Music and drama)

Music and stories

Moving to music

Using instruments to represent characters and actions

Story telling

Musical story composition and performance

JC texts covered in writing

Literacy (also see LWLS phonics and reading and adult led writing- JC)

Developing a passion for reading

Comprehension (IN ADDITION TO BUILDING ON PREVIOUS WORK)

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 (in line with LWLSR)

Read individual graphemes, digraphs and trigraphs by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondents. Read a few common exception words. Read aloud short simple sentences.

Re-read books to build up their confidence in word reading, fluency and enjoyment

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

Write a simple sentence

Transcription spelling

Write captions and short sentences with support -Try to spell unknown words using plausible phonic chosers

Transcription 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.

Adult led writing-JC

Little Wandle

short vowels CVCC,CCVC,CCVCC,CCCVC, CCCVCC, longer words compound words root words ending in: -ing, - ed /t/, -ed /id/ /ed/ -est