


Summer 1

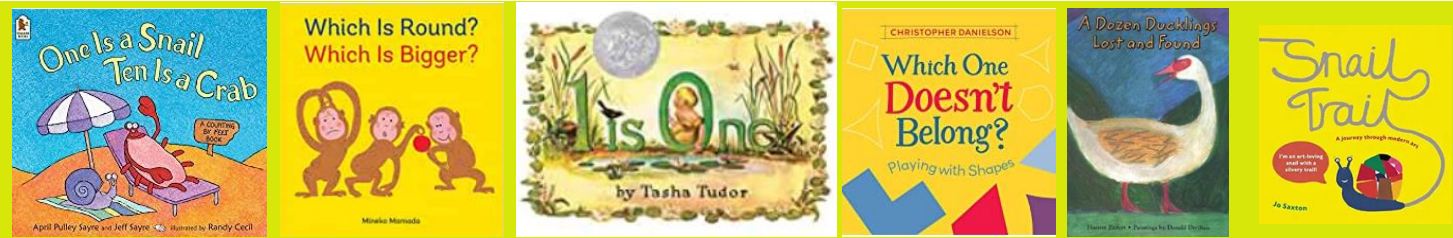

Possible Themes & Interests (based on interests the children have had in past years)		LIFE CYCLES		MINIBEASTS		GROWING		KINGS AND QUEENS	
									
Suggested Texts	Books following possible themes	         							
		       							
Summer 1 Literacy Texts	  	+ Daily songs and school/class songs.							

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
Communication and Language 	<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>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>Speaking:</p> <p>Recount an event in the correct order and some detail.</p> <p>Give details that they know are important and will influence the listener E.g., “Ahmed fell over that stone, Javid didn’t push him”.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas in well-formed sentences.</p> <p>Show that they can use language to reason and persuade E.g. “Can I go outside because it’s stopped raining?”</p>	
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings:</p> <p>Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them.</p> <p>Manage behaviour:</p> <p>Can follow instructions, requests, and ideas in a range of situations.</p> <p>Self-awareness:</p> <p>Can talk about their own abilities positively.</p> <p>Independence:</p> <p>Confident to try new activities and say why they like some activities more than others.</p> <p>Show resilience and perseverance, a belief that with more effort or with a different approach success will occur.</p> <p>Understands rules linked to road safety.</p> <p>Can follow directions with 3 parts.</p> <p>Collaboration:</p> <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Social skills:</p> <p>Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</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>Physical Development</p> 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</i></p> <p><i>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>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 running.</p> <p>Combine different movements with ease and fluency.</p> <p>Practising for Sports Day.</p> <p>Get Set 4 PE - Get Set 4 PE: : Lesson Plans and Schemes of Work (getset4education.co.uk)</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>

<div>Literacy</div> <div></div>	<p>COMPREHENSION</p> <p>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.</p> <p>WORD READING</p> <p>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.</p> <p>WRITING</p> <p>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.</p> <p>Composition: Begin to write a simple sentence/caption may include a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>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.</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>
<div>Phonics</div>	<p>Phase 4</p> <p>Consolidate phase 2 and 3 skills. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>‘Little Wandle Letters and Sounds’ Phonics programme – https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>
<div>Mathematics</div> <div></div>	<div></div>	<p>Subitising: Continue to provide regular opportunities to instantly recognise small quantities e.g. dice, dominoes, ten frames, bingo.</p> <p>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</p>

					required number of objects from a larger group. Composition: Continue to develop understanding that all quantities are composed of smaller quantities. Secure understanding of composition of number to 5 and some number bonds to 10. 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.
	Building numbers beyond 10	Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks and 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.			
	Counting Patterns Beyond 10	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.			
	Spatial Reasoning	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.			
Understanding the World 	<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> Chronology: Recount an event, orally, pictorial and/or with captions. 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. kings and queens, royal family Respect: Understand that some places are special to members of their community. Mapping: Draw information from a simple map and identify landmarks of our local area and surrounding areas e.g. Kingston, London 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.				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 making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design 	<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> Marking Making/Drawing: observational drawing – plants, minibeasts, caterpillars. Show accuracy and care in their drawing. Colour: identifying shades of colour and how to make different shades.				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.

	<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.</p> <p>Cutting Skills: use scissors independently.</p>	
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Adapted from original planning format by Corrie Leach.