

Summer 2-Fun at the seaside

Themes/Interests/Lines of Enquiry		
Experiences		
Suggested Texts	Whole Class stories	
	Literacy texts	

Prime Areas

Communication and Language	<p>Listening: Know that they can respond to what they hear with relevant questions, comments, or actions. Attention: Know how to play co-operatively and know that they can pretend to be someone else talking. Games can be quite elaborate and detailed. Respond: 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.</p> <p>Understanding: 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.</p> <p>Speaking: 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. Use new vocabulary in different contexts.</p>	<p>Continue to: 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>
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	<p>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>Express feelings: 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>Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. Self-awareness: Knows they are a unique and valued individual, and can talk about self, abilities, and interests in positive terms.</p> <p>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>Collaboration: Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.</p> <p>Social skills: 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>Jigsaw theme - Changing Me 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>	<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>
<p>Physical Development</p>	<p>CUFC PE Sessions- Weekly</p> <p>Cricket with John Gibson - Weekly</p> <p>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.</p> <p>Gross motor: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency.</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. 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.</p>

		<u>Specific Areas</u>		
Literacy		<p>COMPREHENSION 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. 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>WORD READING Read some tricky words from Phase 4 e.g., do, when, out what, said, have, like, so. Re-read what they have written to check that it makes sense</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>WRITING Emergent writing: 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. Composition: Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop. Child confident to write a simple short story. May still need a phonics mat to support Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: 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 Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>		
		<p>Phonics - Phase 3/4 Consolidate Read CVCC words. Know adjacent consonants. Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs</p>		Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting
Mathematics	1-			

Understanding the World	<p>History Links - Causation: Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Geography Links - Location and place knowledge 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. Enquiry: Human Geography Links - Respect: Recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pet. Mapping: Create own maps using own symbols (x marks the spot treasure maps) Enquiry: Fieldwork Links - Identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment. Specific Scientific knowledge - Animals (British Wildlife) Revisit of previous objectives - plants + know and explain where a range of animals live e.g., talk about animals which live in our community, talk about wildlife in Britain. Describing habitats and some microhabitats (animal homes). Make close observations of animals in the natural world. Make comparisons and identify similarities and differences.</p> <p>RE -How do we look after our world?</p> <ul style="list-style-type: none"> • Think about what is important where we live. • Why is the world wonderful- creation story. • How can we care for our world? 	<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. Describe what they see, hear, and feel outside. Explore the natural world around them and making observations and drawing pictures of animals and plants</p>
Expressive Arts and Design	<p>Mark Making/Drawing: Skill: produce more detailed work and say what they have included. Colour: Skill: to be able to choose a particular colour for a purpose. Painting: Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. Printing: Skill: to be able to create using own ideas and explain choices. Materials: Skill: Sewing using a pre- running stitch with natural resources. 3D Work: Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason, clay model- Theme: Under the sea Cutting Skills: Cutting skill: use scissors for a particular purpose when combining different media and materials.</p>	<p>Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups. 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</p>

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		<p>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.</p>
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