

Summer 1-Let's get Growing

Themes/Interests/Lines of Enquiry		This half term we will focus on plants, growth and life cycles	
Experiences		Hatch out ladybirds Plant seeds. Baking bread & fruit salad.	
Suggested Texts	Themed Books		
	Summer 1 Literacy texts		

Prime Areas

Communication and Language	<p>Listen to and understand instructions about what they are doing, whilst busy with another task</p> <p>Listen and continue with an activity for a short time.</p> <p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme.</p> <p>Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>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>Continue to:</p> <p>Learn new vocabulary</p> <p>Use new vocabulary in different contexts.</p> <p>Use new vocabulary through the day in discussions and conversations.</p> <p>Learn new rhymes, poems, and songs.</p> <p>Listen to and talk about stories to build familiarity.</p> <p>and understanding.</p>
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	<p>Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener. Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Personal, Social and Emotional Development</p>	<p>Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them. Can follow instructions, requests, and ideas in a range of situations. <i>Self-awareness:</i> Can talk about their own abilities positively. <i>Independence:</i> Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts. Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p> <p>Jigsaw theme - Relationships Covering - identifying some of the jobs I do in my family, how to make friends to stop myself from feeling lonely, thinking of ways to solve problems and stay friends, starting to understand the impact of unkind words, using 'Calm Me' Time to manage my feelings, know how to be a good friend.</p> <p>British values: Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with.</p>	<p>Continue to develop skills of using gestures, nonverbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.</p>

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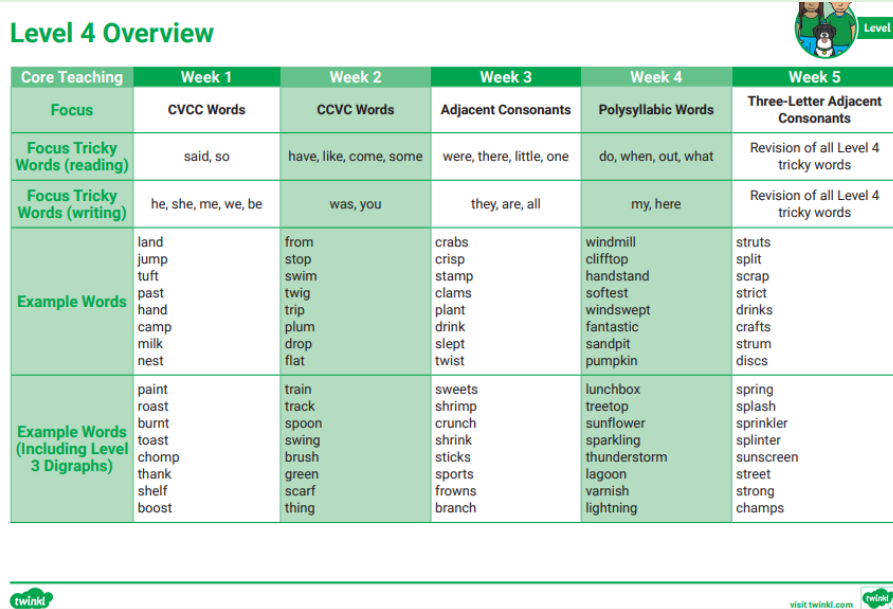
	We listen with intrigue and value and respect the opinions of others.	
Physical Development	<p>CUFC PE Sessions- Weekly Rounders Sessions</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>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>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p> <p>Continue to develop fine motor skills 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>

<u>Specific Areas</u>		
Literacy	<p><i>Comprehension</i></p> <p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>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.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	
	<p><i>Word Reading</i></p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</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><i>Writing</i></p> <p>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>Begin to write a simple sentence/caption may include a full stop.</p> <p>Spelling:</p> <p>Spell words by drawing on knowledge of known grapheme correspondences.</p>	

Make phonetically plausible attempts when writing more complex unknown words.
 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.

Phonics
 Consolidate phase 3 skills.
 Read tricky words they, her, all, are
 Twinkl Phonics Level 4

Level 4 Overview



Core Teaching	Week 1	Week 2	Week 3	Week 4	Week 5
Focus	CVCC Words	CCVC Words	Adjacent Consonants	Polysyllabic Words	Three-Letter Adjacent Consonants
Focus Tricky Words (reading)	said, so	have, like, come, some	were, there, little, one	do, when, out, what	Revision of all Level 4 tricky words
Focus Tricky Words (writing)	he, she, me, we, be	was, you	they, are, all	my, here	Revision of all Level 4 tricky words
Example Words	land jump tuft past hand camp milk nest	from stop swim twig trip plum drop flat	crabs crisp stamp clams plant drink slept twist	windmill cliff-top handstand softest wind-swept fantastic sand-pit pumpkin	struts split scrap strict drinks crafts strum discs
Example Words (Including Level 3 Digraphs)	paint roast burnt toast chomp thank shelf boost	train track spoon swing brush green scarf thing	sweets shrimp crunch shrink sticks sports frowns branch	lunchbox treetop sunflower sparkling thunderstorm lagoon varnish lightning	spring splash sprinkler splinter sunscreen street strong champs

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

Mathematics

To 20 and

To 20 and beyond

- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)
- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

Continue to revisit key skills - Counting, Subitising, Composition, Sorting, matching, comparing & ordering.

	<p>How many now?</p>	<ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? 	
	<p>Manipulate, compose and decompose</p>	<ul style="list-style-type: none"> • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures • Find 2D shapes within 3D shapes 	
<p>Understanding the World</p>	<p><i>History Links -</i> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Know how to order personal experiences, e.g., recount an educational visit or stories.</p> <p><i>Geography Links-</i> Comment and ask questions about their immediate environment. Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil, and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. Know the name of the four seasons. Know the order of the four seasons. Know and describe seasonal weather patterns.</p> <p>Understand the importance of looking after plants and animals.</p> <p>RE -What stories are special for Christians?</p> <ul style="list-style-type: none"> • Introduce this terms value-Respect. • The Good Samaritan- ways to be kind. 		<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>

	<ul style="list-style-type: none"> • Jonah and the whale - importance of listening. • The wise man and the foolish man- friendships need strong foundations- think about important things friendships need. • Children's favourite parable. 	
<p>Expressive Arts and Design</p>	<p><i>Mark Making/Drawing:</i> Produce more detailed work and say what they have included.</p> <p><i>Colour:</i> Choose a particular colour for a purpose. Shades of colour/colour mixing</p> <p><i>Painting:</i> Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p> <p><i>Printing:</i> Create using own ideas and explain choices.</p> <p><i>Materials:</i> Sewing using a pre- running stitch with natural resources- threading through leaves.</p> <p><i>3D Work:</i> Select tools and techniques needed to assemble and join materials they are using for a specific reason.</p> <p><i>Cutting Skills:</i> Use scissors for a particular purpose when combining different media and materials.</p> <p><i>Artist Study: Henri Matisse- (snails)</i></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Fruit kebabs / making a fruit salad. Using tools such as a peeler and safety knives to chop & cook potatoes/vegetables and make soup.</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>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.</p> <p>They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work.</p> <p>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> <p>In addition, specific skills and/or experiences will be planned (see opposite)</p>