

Term	Summer 1					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
School values	Confidence					
Learning habits	Organisation					
Real Life Experience	Whole school assembly Class photos	Mystery Reader Whole school assembly	Mystery Reader Whole school assembly Multi-generational family visits – History link (1 st May)	Mystery Reader Whole school assembly	Mystery Reader Whole School assembly Walk around the village (13 th May)	Mystery Readers
Events/Celebrations	Birthdays	Birthdays Class photos 23 rd April	Birthdays Be our Guest Lunch (29th April)	Bank Holiday (4 th) school closed Birthdays May- Local and Community History Month World Hygiene Day 5th May	Birthdays	Sports Coach session 18 th Whole School Sports Day 22 nd
Key Texts	On Sudden Hill, Perfectly Norman, Pigs might Fly, The Creation Story (RE)					

<p>Communication and Language</p>	<p><u>Independence (listening, attention and understanding)</u> The children will;</p> <ul style="list-style-type: none"> - Take part in a 'children's democracy' book voting daily task - Ask relevant questions to Mystery readers - Further develop the use of talk partners and Dojo random group selector across varying curriculum areas. - Speak in full sentences using correct tense and using conjunctions extend their thoughts. - Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. - Describe events in detail. - <p><u>Early Learning Goal</u></p> <p><i>Listening, Attention and Understanding: listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to, and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p><i>Speaking: participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>
<p>PSED</p>	<p><u>Building Relationships: family and friends</u> The children will;</p> <ul style="list-style-type: none"> - children will learn how we all have different beliefs and celebrations, - learn what characteristics make a good friend - learn how and why we need to listen to one another - Sports Day practice: celebrating each other, making certificates, being proud of each other <p><u>Early Learning Goal</u></p> <p><i>Self-Regulation: show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</i></p> <p><i>Managing Self: be confident to try new activities and show independence, resilience, and perseverance in the face of challenge; explain the reasons for rules, know right from wrong, and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</i></p> <p><i>Building Relationships: work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their</i></p>

	<i>own and to others' needs.</i>					
PE: Get set 4 PE	<p><u>Ball skills and Games (Sports Day preparation)</u> Ball games using a variety of equipment. Decision making and tactics. Game play using a ball and follow the rules. Develop fundamental movement skills through games. Learn to score and play by the rules. Sportsmanship- individual, pair, group, whole class. The children will also: - Develop their control and coordination in movement and further develop their pencil control and letter formation - Manage their own basic hygiene and personal needs.</p> <p><u>Early Learning Goal</u> <i>Gross Motor Skills: negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance, and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>Fine Motor Skills: hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools; including scissors, paintbrushes and cutlery, and begin to show accuracy and care when drawing.</i></p>					
Vocabulary	Determination, Help others, Run, Jump, Roll					
Phonics Little Wandle	<p>Little Wandle planning – Phase 4</p> <p>Little Wandle planning – Review phase 2 and 3 graphemes</p> <p>Sounds Phase 4 CVCC words with short vowels: Went, help, Jump, lift, Best, soft, Fact, pond, Just, hand</p>	<p>Little Wandle planning – Phase 4</p> <p>Little Wandle planning – R Review phase 2 and 3 graphemes</p> <p>Sounds Phase 4 CVCC,CCVCC,CCVC words with short vowels: Munch, chest, Milk, shelf Smash, crack, Dress, bring, Smell, swim</p> <p>Tricky words Some, come, love, do</p>	<p>Little Wandle planning – Phase 4</p> <p>Little Wandle planning – Review phase 2 and 3 graphemes</p> <p>Sounds Phase 4 CVCC,CCVCC,CCVC words with short vowels: Stamp, twist, Blend, crunch, String, strong, Sprint, scrunch, Splat, crisp</p>	<p>Little Wandle planning – Phase 4</p> <p>Little Wandle planning – Review phase 2 and 3 graphemes</p> <p>Sounds Phase 4 CVCC,CCVCC,CCVC words with short vowels: Forest, printer, Blanket, children, Second, freshness,</p>	<p>Little Wandle planning – Phase 4</p> <p>Little Wandle planning – Review phase 2 and 3 graphemes</p> <p>Sounds CVCC,CCVCC,CCVC words with short vowels: Jumping, snapping, out Helped, cracked, today Hunted, melted, all Softest, strongest, are Swimming, trusted.</p>	Review and revisit Phase 4 gaps.

	<p>Tricky words Said, so, have, like</p> <p>Read the phrase Help the farmer put up the tent. Lift up the lamp to see the lump The best gift is the big box. I have lost my belt by the pond.</p> <p>Write the phrase I see seven chicks in a nest.</p>	<p>Read the phrase A chimp sits on a bench to munch a carrot. The foxes hunt at night in the dark. I cannot swim in the pond with frogs. Bring me the truck so I can plug it in.</p> <p>Write the phrase I can see the frog in the pond.</p>	<p>Tricky words Were, here, little, says</p> <p>Read the phrase It is fun to stamp and twist. My boots went squelch in the mud The string was strong and held me up. I can scrunch up my hair in a hair band.</p> <p>Write the phrase I can drink lots of milk.</p>	<p>Lunchbox, River, finger</p> <p>Tricky words There, when, what, one</p> <p>Read the phrase We sprint in the forest. The shampoo smells of blossom. The second chimpanzee got a present. I can do a handstand here.</p> <p>Write the phrase I like to munch a crisp carrot.</p>	<p>Tricky words Out, today</p> <p>Read the phrase We are swimming in the pool. He jumped up and bumped his legs. The frog hunted for food in the pond. I have the softest blanket ever.</p> <p>Write the phrase We are cool and fresh.</p>	
Reading	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions	Tricky Words (see Little Wandle plans) Library 3 x reading group sessions
<p><u>Early Learning Goal:</u> <i>Comprehension: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate, where appropriate, key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems, and during role-play.</i> <i>Word Reading: Children at the expected level of development will: say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>						
Writing The Write Stuff	<p>Two weeks On Sudden Hill (lenses: thinking, questioning & feeling)</p>		<p>Two weeks Perfectly Norman (lenses: action & noticing)</p>		<p>Two weeks Pigs might fly (lenses: action, feeling, hearing)</p>	

	LO. To write words describing an action LO. To write a sentence showing what a box can be made LO. To write words describing a personality. LO. To write a sentence describing a character.	LO. To write words describing Norman's thoughts LO. To write a sentence that shows what Norman is thinking. LO. To write words describing a feeling LO. To write a sentence that shows a conversation between Mum, Dad and Norman.	LO. To write words describing the emotions of the wolf. LO. To write a feeling sentence to show the anger of the wolf LO. To write a noisy sentence emphasising the sound of the aeroplane.
Vocabulary	Magnificent, enchanted, fascinating, eerie, bewitching, gregarious, sociable, joyous, cheerful, reserved,	Impression, in mind's eye, imagined, pondered, muscular, taller, plumper, lanky, wrinkly, enraged, persuaded, apprehension, anxious, concern, unease,	Enraged, inflamed, irate, shatter, obliterate Destroy, shot, rushed, flew, charged, plunged, boomed, roared, ear-splitting, bellowed
Child initiated/ Adult inspired writing	Postcards from our holidays Describing photos shared on Dojo Birthday cards	Invitations to Be Our Guest Lunch Birthday cards Seasonal changes (science/geog) Birthday cards	Labelling parts of our face, plants, animals (art) Birthday cards
			Birthday cards Sports day lunch invitations Sports Day certificates
			Favourite sports day event because...
<p><u>Early Learning Goal</u> Write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.</p>			
Maths White Rose	<u>To 20 and beyond</u> <ul style="list-style-type: none"> - 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 - Verbal patterns 	<u>How many now?</u> <ul style="list-style-type: none"> - Add more - How many did I add? - Take away - How many did I take away? 	<u>Manipulate, compose & decompose</u> <ul style="list-style-type: none"> - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose Shapes/ 3D shape Decompose shapes - Copy 2D shape pictures - Find 2D shapes within
Vocabulary	Numeral, whole, part, tens, units, numicon, more, less, altogether,	More, add, equals, the same as, take away, less than,	Roate, twist, flip, turn, flat, solid, 2D, 3D, faces, sides, corners, straight, curved.
<p><u>Early Learning Goal</u></p>			

	<p><i>Number: have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p> <p><i>Numerical Patterns: verbally count beyond 20, recognising the pattern of the counting system; compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally.</i></p>
Science	<p><u>Observations about plants, why things occur and explore changes.</u></p> <p>Children will</p> <ul style="list-style-type: none"> - Observational drawings of animals and plants and label accordingly - Understanding the effects of changing seasons. - Compare animal habitats
Vocabulary	Stem, roots, leaves, petal, sunlight, water, seasons
Geography/History	<p><u>Outdoor adventurers</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Walk around the village observing local features on a map (Natural world) - Explore the past with multi generational family members visiting and talking
Vocabulary	Search, change, weather, sunny, cold, wet, rainy, cloudy, wind
Music Charanga / SCC	<p><u>Our World</u></p> <p>Musical learning focus</p> <ul style="list-style-type: none"> - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Singing and learning to play instruments within a song - Share and perform the learning that has taken place
Vocabulary	Pitch, beat, rhythm, high, low, perform
Art	<p><u>Art: observational drawings and colour mixing</u></p> <ul style="list-style-type: none"> - Observational drawings of plants and animals - Self portraits - Explore the role of outlines to make features and thick and thin brushes for adding detail. - Scissor cutting and control - Andy Goldsworthy linked to Maths and Science

	- Exploring colour mixing with primary colours	
Vocabulary	shapes, moulds, texture, lines, primary colours, shades, features, position	
Computing	<u>Logging on to chrome books and purple mash</u> <ul style="list-style-type: none"> - Beebots - Keyboard skills - QR codes - Google maps for the Geography walk 	
Online safety questions	<u>Managing online information</u> Can you explain how the internet is used to find out information? Can you identify devices at school and home which can be used to find out information?	
RE Emmanuel Scheme	<u>Is everyone of us special?</u> Looking at the ways we are the same and different. What should we be like as humans? What did Jesus say, what did he tell his followers? What do his followers do today? Understanding the word 'precious' and what it means to us, and others.	
Vocabulary	Forgive, unique, welcome, precious	
PSHE	<u>Confidence and Organisation (links to school values and learning behaviours)</u> <ul style="list-style-type: none"> - Children will continue to see themselves as valued individuals- Children's Democracy book voting introduced, inviting families to various events including Be Our Guest Lunch, Multigenerational Family Day, Sports Day - Line Order (part of transition to Year 1) - Think about the perspectives of others and their values: Multigenerational Family Day (History links) - Understand their overall health and wellbeing- Sports Day - Creating certificates for their friends to build confidence 	
	<u>Understanding the World Early Learning Goal</u> <i>Past and Present: talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been learned in class; understand the past through settings, characters, and events encountered in books read in class and storytelling.</i> <i>People, Culture and Communities: describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</i> <i>The Natural World: explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has</i>	

been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Art and Design Early Learning Goal

Creating with Materials: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive: children at the expected level of development will: invent, adapt, and recount narratives and stories with peers and their teacher; sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.