

### COMMUNICATION AND LANGUAGE

This terms focus books – Jim and the Beanstalk, A Tiny Seed, The Extraordinary Gardener, The Magic and Mystery of Trees, The Sea Saw, The Lighthouse Keeper's Lunch.

Show and Tell & 30 Days Wild

Subject enquiries, small group discussions – RE, Geography, History and Science.

Reading Area Provision

### PERSONAL, SOCIAL AND EMOTIONAL

PSHE Discussions – 3D PSHE Stories

Playtimes

Emotions display

VISIT: Kettle Calling

### PHYSICAL DEVELOPMENT

PE Lessons – Football, striking & fielding

Art Lessons – Drawing: Make Your Mark.

Construction Area Provision

Writing Area Provision

Adventure Learning

VISIT: The Park (linked to Science: Forces)

### MATHEMATICS

White Rose Maths Long Term Overview and Small Steps of Learning:

Length, Height and Time

Explore 3D Shapes

To 20 and Beyond

Manipulate, Compose and Decompose

Sharing and Grouping

Visualise, Build and Map

### Context for Learning

## Natural Wonders



### LITERACY

Term Book: The Lighthouse Keeper's Lunch

Phonics: Little Wandle, Phase 3

Reading Groups

1:1 Reading

Handwriting: One-arm robot family

### UNDERSTANDING THE WORLD

Geography: Why does it matter where our food comes from?

History: How do our favourite toys and games compare to those of children in the 1960s?

Science: Seasonal changes, plants and forces.

RE: What might the cross mean to many Christians? How has the universe come to be?

30 Day Wild – Cumbria Wildlife Trust

VISIT: Acorn Bank or Lowther Castle, Allotments, Kettle Calling

VISITOR: Local butcher/farmer

### EXPRESSIVE ART AND DESIGN

Music: Crescendo! Woodland Music

Art and Design: Drawing: Make Your Mark

Design Technology: Structure: Junk Modelling

End of year performance/Leavers Service singing

Rhyme Time

## End points of learning Summer Term.

### **COMMUNICATION AND LANGUAGE**

*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.*

*Know character names from a story and be able to retell the beginning, middle and end.*

*Articulate ideas and thoughts in well-formed sentences.*

*Use past, present and future tenses with support.*

#### **ELG**

#### **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.

#### **Speaking**

- Participate in small group, 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

### **PERSONAL, SOCIAL AND EMOTIONAL**

*Express their feelings and consider the feelings of others.*

*Moderate their own feelings.*

#### **ELG**

#### **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 activity, and show an ability to follow instructions involving several ideas or actions.

#### **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.

#### **Building Relationships**

-Work and play cooperatively and take turns with others.

- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

### **PHYSICAL DEVELOPMENT**

*Develop agility and running technique.*

*Confidently use the playground equipment in groups and alone.*

*Confidently use indoor play equipment.*

*Explore mark making using a range of drawing materials.*

*Investigate how to make large and small movements with control when drawing.*

#### **ELG**

#### **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.

#### **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.

-Begin to show accuracy and care when drawing.

## LITERACY

*Learn all digraphs from Phase 3 Little Wandle.*

*Read words with 2 or more digraphs.*

*Review all Phase 3 tricky words.*

*Begin to read words that end with -ing.*

*Begin to read compound words.*

*Develop capital letter formation.*

*Write a fact sheet*

*Label a 'revolting sandwich'*

*Write short simple sentence as part of a letter.*

## ELG

### **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 and poems and during role play.

### **Word Reading**

- 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.

### **Writing**

- 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.

## MATHEMATICS

*White Rose small steps of learning*

## ELG

### **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.

### **Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities 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.

## **UNDERSTANDING THE WORLD**

### **ELG**

#### **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 read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.

#### **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 been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### **Geography – Why does it matter where our food comes from?**

*Experience different weather conditions when outside and the clothes they wear accordingly.*

*Observe and discuss how the weather changes during the day and four seasons*

*Observe and discuss seasonal signs in the natural world*

*Explore the UK on a globe, world map and in an atlas*

*Learn that continents are land and oceans water and that there are many countries in the world*

#### **History - How do our favourite games and toys compare to those of children in the 1960s?**

*Create their own personal timeline for their lives so far*

*Examine and talk about images of familiar situations in the past*

*Examine artefacts from the past commenting on similarities and differences to modern day equivalents*

*Hear and discuss accounts of the past involving people, places and events through storytelling and role play*

*With support, organise events using basic chronology*

*Recognise that things happened before they were born.*

#### **Science – Plants (1)**

*Use science words during an activity*

*Describe what is happening using words and actions when growing plants*

*Match appropriate picture and words to label diagrams of plants*

*Sort plants using pictures or instructions*

*Group plants by familiar features*

#### **Science – Seasons**

*Use science words during an activity*

*Remember simple science facts within an activity*

*Describe what is happening using words and actions*

*Use a simple table recording in pictures and words*

*Add to pictograms with help*

*Represent groups using resources, marks and numbers*

## **EXPRESSIVE ART AND DESIGN**

### **ELG**

#### **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**

- 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

#### **Art – Drawing: Make Your Mark**

*Explore mark making using a range of drawing materials.*

*Investigate marks and patterns when drawing.*

*Identify similarities and difference between drawing tools.*

*Investigate how to make large and small movements with control when drawing.*

*Practise looking carefully when drawing.*

*Combine materials when drawing.*

#### **Design Technology – Junk Modelling**

*Making verbal plans and material choices.*

*Developing a junk model.*

*Improving fine motor/scissor skills with a variety of materials.*

*Joining materials in a variety of ways (temporary and permanent).*

*Joining different materials together.*

*Describing their model, and how they intend to put it together.*

#### **Music – Crescendo!**

*Explore loud and quiet sounds using instruments and voices*

*Understand the terms 'loud', 'quiet', 'volume' and 'silence' and use them when responding to a live or recorded piece of music*

*Play repeated rhythms in songs and improvise simple call and response rhythms.*

#### **Music – Woodland Music**

*Explore high notes and low notes, including 'up' and 'down' stories and songs*

*Explore found sounds, animal sounds and voices*

*Watch and respond to a musical performance*