

Summer 1 – All Creatures Great and Small

Farm visit

Church visit

Below are the key skills that we will be teaching throughout the curriculum.

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> • Listen carefully and respond to what they hear in whole class discussions • Ask questions to find out more, checking their understanding • To begin to hold back and forth conversations with adults and peers about farm animals, the jungle and mini beasts • Use new vocabulary linked to farm animals, the jungle and mini beasts • Orally develop sentence structures, adding detail to their sentences by incorporating new vocabulary • Continue to develop social phrases • Engage in story times, making predictions on what might happen • To begin to express their ideas and feelings about their own experiences using full sentences, the correct tense and conjunctions, with support from the teacher 	<p>To be covered during Fun Friday PSED sessions</p> <ul style="list-style-type: none"> • Show sensitivity to their own and other's needs. • Working and playing co-operatively and taking turns with others • Show an understanding of their own feelings and those of others (zones of regulation) <ul style="list-style-type: none"> • Give focused attention to what the teacher says, even when focused or engaged in an activity • Show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing grace and control • To negotiate space and obstacles safely with consideration of themselves and others • Further develop the fundamental movement skills of rolling, jumping, crawling, running, skipping and hopping • Develop body strength, coordination and balance to engage in dance • Combine different movements with ease and fluency • To continue to develop good sitting postures through strengthening core muscle strength when working at a table and sitting on the carpet • To develop an effective tripod pencil grip in preparation for fluent writing • To use scissors in a flowing movement, to create accurate cutting out • To begin to show accuracy and care when drawing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing grace and control • Further develop the fundamental movement skills of rolling, jumping, crawling, running, skipping and hopping

		<ul style="list-style-type: none"> • Develop body strength, coordination and balance to engage in dance • Combine different movements with ease and fluency 	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Explore the meaning of new vocabulary • Use recently introduced vocabulary to talk about non-fiction topics, eg farms, jungles and minibeasts • To use new vocab during role play and class discussions • Blend and segment words containing digraphs and trigraphs • Read harder to read and spell words in simple sentences independently • Read simple phrases made up of words with known letter sounds correspondences • Re-read books to develop word reading and fluency • Retell stories using their own words and recently introduced vocabulary. • Begin to anticipate key events in stories 	<ul style="list-style-type: none"> • Recite numbers in order to 20 and beyond from any given number. • Recite numbers to 20 forwards and backwards from any given number • Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally. • Automatically recall number bonds up to 5 including subtraction facts • Confidently subitise to 5 using random patterns and give reasons for their answers • Use apparatus to explore the composition of numbers to 10, focusing on subtraction, halving and sharing • Use real life context to begin to explore subtraction • Write numerals to 10 and beyond 	<p>Describe their immediate environment using knowledge from observation, discussion and non-fiction text (mini beast hunt)</p> <p>Explain some similarities and differences between life in this country and life in other countries (jungle)</p> <p>Explore the natural world around them making observations and drawings (minibeasts)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments (jungle, Farm)</p> <p>Understand that some places are special to members of their community.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Safely use and explore a variety of tools, materials and techniques</p> <p>Share their creations explaining the process they have used</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

<ul style="list-style-type: none"> • Form lower case and capital letters correctly • Begin to use cursive script • Begin to spell words by identifying sounds in them, and representing the sounds with a letter or letters. • Use the sound mats to support letter recognition • Orally rehearse simple sentences, counting how many words are needed • Write simple sentences, sounding out words and writing some harder to read and spell words • To use finger spaces between each word • Re-read what they have written to check that it makes sense. 		<p>Describe what they see, hear and feel whilst outside (farm, minibeast hunt)</p>	
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