Summer Term: A Wonderful World – All Creatures Great and Small and Seaside

Communication and Language	PSED	Physical Development	Literacy
Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound.* *Learn rhymes, poems and songs.* *Engage in non-fiction books.* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.*	*Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene*	*Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene*	*Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter– sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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. Retells stories and uses vocabulary taught. Anticipates what might happen next in a story.*

Mathematics	The World	Expressive/Artistic Development
Count beyond 20 *Begin to see the pattern for numbers passed 10 ie.11 is 10 and 1 more.* *Automatically recall number bonds for numbers 0–5 and knows some number bonds to 10.* *Knows double and halving facts to 10.* *Select, rotate and manipulate shapes in order to develop spatial reasoning skills.* *Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.* *Compare length, weight and capacity.* ***Extend and create ABBA patterns*** ***Notice and correct an error in a repeating pattern.***	***Understand the key features of the life cycle of an animal.*** ***Understand the need to respect and care for the natural environment and all living things.*** *Compare and contrast characters from stories, including figures from the past.* *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Recognise some environments that are different to the one in which they live.* *Talk about pollution of our waterways and sea.* **Computing** **Programming 2** - Understand the meaning of directional arrows and follow a simple sequence of instructions. Experiment with programming a Bee-bot/Blue-bot and learn how to give simple commands. Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary Learn to debug instructions, with the help of an adult, when things go wrong Learn an algorithm is a set of instructions to carry out a task, in a specific order Follow an algorithm as part of an unplugged game **Data Handling** - Understand and explain how to sort and categorise objects. Explore and understand the concept of branch databases Understand how to represent data in a pictogram and to read a simple pictogram	***Art – 3D Animal sculpture*** *Explore, use and refine a variety of artistic effects to express their ideas and feelings.* *Return to and build on their previous learning, refining ideas and developing their ability to represent them.* *Create collaboratively, sharing ideas, resources and skills.* ***ART – Painting*** *Explore paint through fingers.* *Create natural paintbrushes.* *Painting to music* *Create landscape collages inspired by Megan Cole* ***DT - Boats*** *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.* *Share creations, explaining the process they have used.* ***Music – Big Band*** Learn different instrument names and what an orchestra is. Copy and follow a beat. Experiment playing with tuned and untuned instruments. ***Musical Movement*** *Understand why songs have actions* *Learn some simple Makaton signs to accompany a song* *Explore beat through body movement* *Express feelings and emotions through movement to music* *Explore pitch and tempo through scarf dancing and body movement*