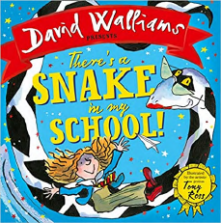
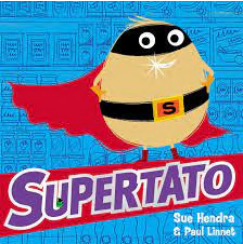
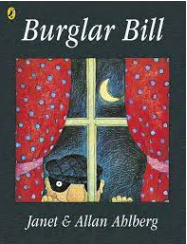



Summer 1	Week 1 8.4.24 Eid	Week 2 15.4.24 World Art Day	Week 3 22.4.24 Earth Day	Week 4 29.4.24 International Dance Day 2-9th May Children's Book Week	Week 5 6.5.24 Mental Health Awareness Week 7-14th May Book Fair	Week 6 16.5.24 EYFS local park visit	Week 7 20.5.24 World Bee Day
Topic	Animal Safai/ Creep, Crawl, Wriggle						
Phonics	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>	Read Write Inc <i>Reviewing Set 2 Speed Sounds and spelling words using fred fingers</i>
Key books							



<p>Literacy C&L</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. delicious 2. surprised 3. wonder 4. ripe 5. tangy 6. sweet 7. juicy</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. imagination 2. wild 3. ordinary 4. roamed 5. soared 6. longed 7. discovered</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. vivid 2. paradise 3. pollinated 4. flamboyant 5. frequent 6. producing 7. nectar</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. cunning 2. rivals 3. spine-chilling 4. territory 5. protect 6. destroyed</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. warmly 2. beaming 3. faded 4. erupted 5. bare 6. twinkling 7. slithering</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. cold blooded 2. hard skeleton 3. current 4. predators 5. suffocate 6. enemies 7. digesting</p>	<p><u>Learning objectives:</u> Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories and during role-play</p> <p><u>Key vocabulary:</u> Tier Two words: 1. warmly 2. beaming 3. faded 4. erupted 5. bare 6. twinkling</p>
<p>Talk through stories</p>							



Maths	<p><u>White Rose Maths</u> <i>Explore 3D shapes</i></p> <ul style="list-style-type: none"> -Recognise and name 3-D shapes -Find 2-D shapes within 3-D shapes -Use 3-D shapes for tasks -3-D shapes in the environment 	<p><u>White Rose Maths</u> <i>Explore 3D shapes</i></p> <ul style="list-style-type: none"> -Identify more complex patterns -Copy and continue patterns -Patterns in the environment 	<p><u>White Rose Maths</u> <i>To 20 and beyond</i></p> <ul style="list-style-type: none"> -Build numbers beyond 10 (10 -13) -Continue patterns beyond 10 (10-13) -Build numbers beyond 10 (14-20) 	<p><u>White Rose Maths</u> <i>To 20 and beyond</i></p> <ul style="list-style-type: none"> -Continue patterns beyond 10 (14-20) -Verbal counting beyond 20 -Verbal counting patterns 	<p><u>White Rose Maths</u> <i>How many now?</i></p> <ul style="list-style-type: none"> -Add more -How many did I add? -Take away -How many did I take away? 	<p><u>White Rose Maths</u> <i>Manipulate, compose and decompose</i></p> <ul style="list-style-type: none"> - Select shapes for a purpose -Rotate shapes -Manipulate shapes -Explain shape arrangements 	<p><u>White Rose Maths</u> <i>Manipulate, compose and decompose</i></p> <ul style="list-style-type: none"> -Compose shapes -Decompose shapes -Copy 2-D shape pictures -Find 2-D shapes within 3-D shapes
	<p>Key vocabulary: 2d shapes, 3d shapes, patterns, 10 - 20, take away, add, decompose, rotate</p>						
Music	<p><u>Transport</u></p> <p>To explore creating sound effects.</p>	<p><u>Transport</u></p> <p>To explore making sounds at different speeds.</p>	<p><u>Transport</u></p> <p>To explore moving to different tempos.</p>	<p><u>Transport</u></p> <p>To interpret symbols to show a change in speed.</p>	<p><u>Transport</u></p> <p>To interpret a simple score to show tempo changes.</p>		
	<p>Key Vocabulary: symbols, tempo, speed, sound effects, pitch</p>						



PSED	<p>Jigsaw Session 1 My Family and Me! Learning Objective: I can identify some of the jobs I do in my family and how I feel like I belong</p>	<p>Jigsaw Session 2: Make friends, make friends, never ever break friends Part 1 Learning Objective: I know how to make friends to stop myself from feeling lonely and can make healthy eating choices.</p>	<p>Jigsaw Session 3: Make friends, make friends, never ever break friends Part 2 Learning Objective: I can think of ways to solve problems and stay friends</p>	<p>Jigsaw Session 4: Falling Out and Bullying Part 1 Learning Objective: I am starting to understand the impact of unkind words</p>	<p>Jigsaw Session 5: Falling Out and Bullying Part 2 Learning Objective: I can use Calm Me time to manage my feelings</p>	<p>Jigsaw Session 6: Being the best friends we can be Learning Objective: I know how to be a good friend</p>	<p>Jigsaw Session 7: Consolidation. What have we learnt this half term?</p>
	Key vocabulary: family, friends, relationships, lonely, feelings, calm me						
R.E	<p><u>Which places are special and why?</u> R.E input Watch https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid Input to Eid. 'Make your own Eid card activity' *Invite parents in to talk about Ramadan and Eid</p>	<p><u>Which places are special and why?</u> Talk about the things that are special and valued in a place of worship</p>	<p><u>Which places are special and why?</u> Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims. Look at some pictures of the features and talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You</p>	<p><u>Which places are special and why?</u> · Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and get children to sort them into the right faiths/beliefs: a simple matching exercise using symbols of each faith, and putting two or three photos under each.</p>	<p><u>Which places are special and why?</u> Create a special place in the inside/outside area or wider school grounds: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it.</p>	<p><u>Which places are special and why?</u> Visit a local place of worship. Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians</p>	<p><u>Which places are special and why?</u> Consolidation</p>

			might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit.				
Key vocabulary: Eid, Ramadan, Muslims, worship, mosque, synagogue, church, cross, pulpit							
Computing	<u>Keyboard:</u> Learning what a keyboard is and how to locate relevant keys	<u>Keyboard:</u> Typing first and last name	<u>Logging in and out:</u> Learning to log in and out	<u>Mouse control:</u> Learning what a mouse is and developing control when using a mouse	<u>Mouse control - clicking</u> Develop basic mouse skills, including moving and clicking and using an online paint tool	<u>Mouse control: Clicking and dragging</u> Further developing mouse skills, to include the ability to click and drag	<u>Consolidation:</u> What have we learnt from his half term? Are there any areas to practise during the lesson
Key Vocabulary: keyboard, keys, monitor, username, password, clicking, dragging							
UTW	<u>Cornerstones</u> Animal lunch Start by asking the children what food they like to eat. Ask where they get their food and how they eat it. Do they grow their food, buy it from shops or go out to eat? Explain that humans grow or rear the food they eat, and shops and restaurants sell	<u>Cornerstones</u> Comparing places <u>Show the children The Serengeti video.</u> <u>Explain that The Serengeti is in Africa.</u> <u>Use a world map or globe to locate Africa.</u> <u>Then ask the children to find the UK on the map or globe. Display the Serengeti animals picture cards and ask the children to name animals that live in the wild in the</u>	<u>Cornerstones</u> Animal counting Provide a selection of small world animals and invite the children to make up maths stories using them. For example, 'There were four tigers, then three lions came along. There are seven animals altogether.' Or 'Five elephants were playing in the mud. Three went for a walk, and there were two left.' You could provide number	<u>Cornerstones</u> Mixed up animals Leave the <u>Mixed-up animals picture cards</u> , paper and drawing resources for the children to create mixed-up animals to share with their friends. Encourage them to use their phonic knowledge to write names for the animals.	<u>Cornerstones</u> Making our favourite minibeasts Display the <u>Minibeast picture cards</u> in the creative area. Invite the children to choose their favourite minibeast. Provide air drying clay and modelling tools. Show the children how to roll, shape and attach extra pieces of clay. Tell them they will	<u>Cornerstones</u> Snails! <u>Show the children the Minibeast safari video.</u> <u>Share the story Snail and the whale with the children. Before turning each page, encourage the children to predict where the snail might go next.</u> <u>When reaching the last page, look</u>	<u>Cornerstones</u> Bees Create a bee hive for the bees and decorate as a class.



<p>food for people to eat. Ask the question 'Where do animals get their food?' Provide time for the children to share their ideas and ask questions. Introduce the children to vocabulary including carnivore, herbivore, omnivore, plants and meat, and explain that carnivores hunt and eat other animals for food in the animal world. Display the Carnivores and herbivores picture cards and two labelled hoops. Invite the children to sort the cards into the correct hoops and explain their reasoning. Compare the animals in the two hoops to see</p>	<p><u>Serengeti in Africa. Compare them with animals that live in the wild where they live. Provide them with the Comparing animals template and drawing resources. Invite them to draw animals that live in the Serengeti and use their prior knowledge to draw animals that live in their locality. Offer sound mats and word banks for them to label their drawing if they choose.</u></p>	<p>lines and drywipe boards and pens for them to record some of their calculations. Add extra challenge by asking questions, such as 'There are eight monkeys in the tree, and four ran away. How many monkeys are left?' Encourage the children to use their knowledge of number bonds to ten as they make up their maths stories.</p>		<p>make a model of their favourite minibeast and explain that they need to look carefully at its features. When the models are complete, invite the children to describe their minibeast. Provide the Minibeast writing template, writing resources, sound mats and word banks to write clues about their minibeast, such as 'I have six legs. I am red with black spots.'</p>	<p><u>carefully at the pictures and see if children can match where the snail thought he was (in a dark, dark cave) to where he really was (inside a gardener's glove). Provide a roll of paper and felt tip pens and work with a small group to draw the snail's journey. Add labels to record the places it visited, such as 'past some flowers' or 'into a forest'. Use the Snail cut out to help the children retell the story.</u></p>	
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	whether they have similar features in common.						
Key vocabulary: changes, seasons, bees, carnivore, herbivore, omnivore, minibeasts, Africa, England, compare							
Forest School	<p>Activity: Leaf Threading - Fine motor activity, use fine twigs with string attached to thread leaves and create a nature necklace.</p>	<p>Activity: Painting with mud - Creating with natural materials - use watered down mud to create a media to paint trees/ plants/ animals. Add leaves and petals for interest.</p>	<p>Activity: Nature Weaving - Fine motor activity. Prep cardboard rectangles with elastic bands spaced evenly. Encourage children to forage for different things in the forest they can weave onto their board.</p>	<p>Activity: Sign of Spring search - Create a tick sheet children can take around the forest and mark off when they spot the different things listed on the sheet.</p> <p>*If we can find any flowers, collect some to press.</p>	<p>Activity: Tree Rubbing - Use paper and wax crayons to take rubbings from tree trunks and anything else the children think might create an interesting rubbing.</p>	<p>Activity: Wind Catchers - Children forage for a long stick and other loose parts (leaves, flowers, feathers etc) use brown string to attach these to their stick to create a natural wind catcher. These can be hung from trees in the forest area.</p>	<p>Activity: Creating a shaded area for the teddies - children to work together to forage natural resources to create a shelter to protect the teddies from the sun</p>
Key Vocabulary: Spring, Summer, threading, natural resources, exploring							



Expressive Arts and Design – in provision (enhancements set up)	<p>Art <i>Lesson 1: Clay</i> LO: To explore clay and its properties. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-1-clay/</p>	<p>DT <i>Lesson 1: Waterproof Materials</i> LO: To understand what waterproof means and to test whether materials are waterproof. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-1-waterproof-materials/</p>	<p>Art <i>Lesson 2: Playdough</i> LO: To explore playdough and its properties. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/sculpture-3d-creation-station/lesson-2-playdough/</p>	<p>DT <i>Lesson 2: Floating and Sinking</i> LO: To test and make predictions for which materials float or sink. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-2-floating-and-sinking/</p>	<p>Art <i>Lesson 3: 3D Landscape Art</i> LO: To create natural 3D landscape pictures using found objects. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception-units/sculpture-3d-creation-station/lesson-3-3d-landscape-art/</p>	<p>DT <i>Lesson 3: Boats</i> LO: To compare the uses of boats. https://www.kapowprimary.com/subjects/design-technology/dt-reception/reception-units/structures-boats/lesson-3-boats/</p>	<p>Art <i>Lesson 4: Designing Animal Sculptures</i> LO: To generate inspiration and conversation about sculpture art and artists. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception-units/sculpture-3d-creation-station/lesson-4-designing-animal-sculptures/</p>
	<p>Key Vocabulary: Waterproof, Float, Sink, Predict, Investigate, Wet, Dry, Boat, Ship 3D, clay, playdough, design, sculpture, pinch, roll, smooth, stretch, squash, cut, bark, seed pods</p>						
	<p>Artist of the half term: Kandinsky</p> 