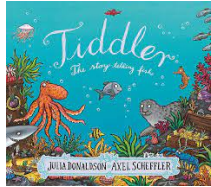


Summer 2	Week 1 08.06.24 World Ocean Day	Week 2 12.06.24 EYFS trip to the Deep 12.06.24 EYFS Yo-yo workshop	Week 3 17.06.24 National School Sports Week 17.06.24 Church Service 19.06.24 French Day	Week 4	Week 5 05.07.24 - Transition day	Week 6 10.07.24 Summer fair	Week 7
Topic	On the beach/ Moving on						
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

Sharing a Story
Core Text:



Tiddler

Learning

Objectives:

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

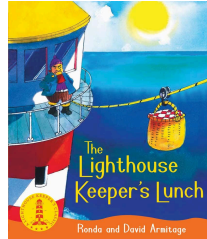
Key vocabulary:

Tiddler -

Tier Two words:

1. captured
2. struggled
3. dawdling
4. hauling
5. glimmered
6. shivered
7. peeped

Sharing a Story
Core Text:



The Lighthouse Keeper's Lunch

Learning objectives:

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

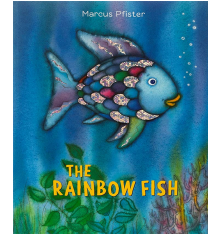
Key vocabulary:

The Lighthouse Keeper's lunch -

Tier Two words:

1. brazen
2. ingenious
3. Seagulls
4. Devoured
5. lighthouse
6. expectant
7. peered

Sharing a Story
Core Text:



Rainbow fish

Learning objectives:

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

Key vocabulary:

The Rainbow fish -

Tier Two words:

1. sparkling
2. glide
3. admire
4. emerged
5. discover
6. peculiar
7. whizzed
8. delighted

Sharing a Story
Core Text:



Clean up

Learning objectives:

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

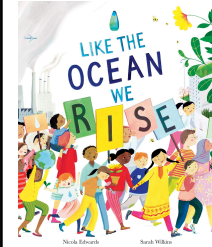
Key vocabulary:

Clean up -

Tier Two words:

1. rescued
2. tangled
3. gently
4. sanctuary
5. careless
6. brainwave
7. wafting

Sharing a Story
Core Text:



Like the ocean we rise

Learning objectives:

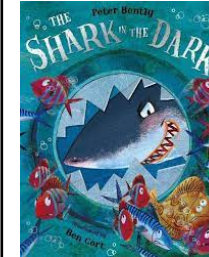
Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

Key vocabulary:

Like the Ocean we rise -

1. sneaked
2. plonked
3. pleasant
4. trailed
5. muttered
6. groaned
7. peace
8. beamed

Sharing a Story
Core Text:



The shark in the dark

Learning objectives:

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

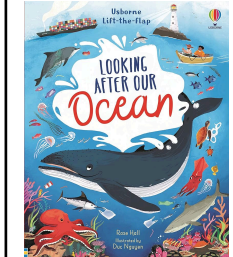
Key vocabulary:

The Shark in the Dark

Tier Two words:

1. stirring
2. floundering
3. flustered
4. grinned
5. greedy
6. grumbled
7. peckish

Sharing a Story
Core Text:



The Lighthouse keeper's lunch

Learning objectives:

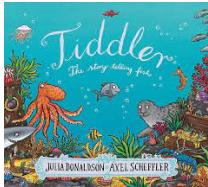
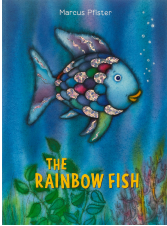

Anticipate, where appropriate, key events in the story
Use and understand recently introduced vocabulary during discussions about stories and during role-play

Key vocabulary:

Looking after our ocean

Tier Two words:

1. oxygen
2. Carbon Dioxide
3. Survive
4. sewage
5. responsibility
6. threaten
7. protect

<p>Talk through stories</p>							<p><u>Consolidation</u></p>
<p>Maths</p>	<p><u>White Rose Maths</u> <u>Sharing and grouping:</u></p> <ul style="list-style-type: none"> - Exploring sharing - sharing - Explore grouping - grouping 	<p><u>White Rose Maths</u> <u>Sharing and grouping:</u></p> <ul style="list-style-type: none"> - Even and odd sharing - Play with and build doubles 	<p><u>White Rose Maths</u> <u>Visualie, build and map:</u></p> <ul style="list-style-type: none"> - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions 	<p><u>White Rose Maths</u> <u>Visualie, build and map:</u></p> <ul style="list-style-type: none"> - Visualise from different positions - describe positions - give instructions to build - explore mapping 	<p><u>White Rose Maths</u> <u>Visualie, build and map:</u></p> <ul style="list-style-type: none"> - represent maps with models - create own maps from familiar places - create own story maps and plans from story situations 	<p><u>White Rose Maths</u> <u>Make Connections</u></p> <ul style="list-style-type: none"> - Deepen understanding - patterns and relationships 	<p><u>White Rose Maths</u> <u>Consolidation</u></p>
<p>Key vocabulary: patterns, building numbers, odd,even, exploring,doubles, mapping</p>							

PSED	<p>Jigsaw Session 1 - My Body Learning Objective: I can name parts of the body.</p>	<p>Jigsaw Session 2 - Respecting my body Learning Objective: I can tell you some things I can do and some foods I can eat to be healthy.</p>	<p>Jigsaw Session 3 - Growing Up Learning Objective: I understand that we all grow from babies to adults.</p>	<p>Jigsaw Session 4 -Fun and Fears (part 1) Learning Objective: I can express how I feel about moving to Reception/ year 1.</p>	<p>Jigsaw Session 5 - Fun and Fears (part 2) Learning Objective: I can talk about my worries and or things I am looking forward to about Reception/ year 1.</p>	<p>Jigsaw Session 6 - Celebration Learning Objective: I can share my memories about my best bits about Nursery/ Reception</p>	<p>Jigsaw Session 7 - Consolidation</p>
	Key vocabulary: grown-up, change, worry, excited, memories, healthy						
R.E	<p>Which places are special and why? <u>Where is special to me?</u> STEP 1: Show some photographs of places that are special to you or other people STEP 2: Show some photographs of places of spiritual importance such as pilgrimage sites, places of worship etc. and discuss why these are important to different believers. STEP 3: Ask pupils about their own special places (non-religious or religious): where are these? Why are the places important to them?</p>	<p>Which places are special and why? <u>Where is a special place for a Christian to go?</u> STEP 1: Introduce the lesson and explain that today we are going to be finding out about places that are special to them. Ask if pupils know what the place of worship for many Christians is called. STEP 2: Show a picture of one church (inside and outside) ask what pupils can</p>	<p>Which places are special and why? <u>What makes a church so special to Christians?</u> STEP 1: Recap last week's lesson and discuss special places for many Christians that are found within the church. STEP 2: Remind pupils that not all churches do the same thing. Give examples to elaborate e.g. one church might have music from an organ while another has a band, one church might have a font to baptise babies in while another might have a baptismal pool to baptise adults.</p>	<p>Which places are special and why? <u>Where is a holy place for Muslims to go?</u> STEP 1: Show the symbol for Islam. Ask if pupils recognise it from previous units and who it is special for. Explain that we are going to be finding out about places that are special for many Muslims. STEP 2: Show some photographs of the inside and outside of different mosques discussing their key features.</p>	<p>Which places are special and why? <u>What makes a mosque holy for Muslims?</u> STEP 1: Introduce Imran and show pupils photos of the inside and outside of his mosque. STEP 2: Ask if pupils think all mosques look the same. Show pictures of Mosques from different areas, some that look traditional and some that are converted buildings. STEP 3: Show a film about the mosque* and talk about some of the things that Muslims might do at a Mosque. Ask why</p>	<p>Which places are special and why? <u>What is important in a Church and a mosque? How are buildings similar and different?</u> STEP 1: Talk with pupils about the two places of worship they have studied within this unit. Ask: -What do many Muslims do in a mosque? -What do many Christians do in a church? STEP 2: Show the cross sections of the two places of worship. Discuss some of the</p>	Consolidation



		<p>see and discuss answers.</p> <p>STEP 3: Explain not all churches look the same. Show some photographs of the inside and outside of different churches. Ask: What is the same about the churches? What is different about the churches?</p>	<p>STEP 3: Show a children’s Bible and read a story from it. You might like to choose the story of Jonah and the Big Fish or Noah’s Ark. Show the children some stained-glass windows and explain that these often feature in churches and tell stories from the Bible.</p>	<p>STEP 3: Explain that many Muslim people greet each other with “As-salaam alaikum” which means ‘peace be with you’ and that many Muslim people describe the Mosque as being a peaceful place. Ask where the pupils themselves feel most peaceful.</p>	<p>pupils think these are important/holy/special.</p> <p>Link</p>	<p>key features. Focus on the similarities e.g. both Christians and Muslims pray in their place of worship.</p> <p>STEP 3: Ask pupils to help pick out some of the key features of these places of worship and make a vocabulary sheet.</p>	
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Key vocabulary: Christians, Pilgrimage, Muslims, Holy, Church, Bible, Moque, Imran, Qur’an, Vicar, Synagogue



<p>UTW</p>	<p>Skill Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends.</p> <p>Prompts 1. Why is it important to protect plants and animals that live in the oceans? 2. What happens when people leave litter on beaches? 3. How can we let people know about World Ocean Day? 4. What can we do to help the wildlife in our environment and animals that live in the oceans?</p> <p>Knowledge 1. Our words and actions can affect others. 2. Things that they do or say can upset and hurt others. It is unacceptable to hurt someone and, if they do, they need to find a</p>	<p>Skill Talk about the different occupations that familiar adults and members of their community have.</p> <p>Prompts 1. How do you think a lighthouse might help sailors? 2. How do the coastguards and RNLI keep people safe at sea? 3. What should you wear to keep you safe on the water? 4. Why do you think the person is sending up a flare?</p> <p>Knowledge A coast guard keeps watch on coastal waters to assist people or ships in danger.</p>	<p>Skill Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Prompts 1. How are the fish similar? 2. How are the fish different? 3. Where are the fish's gills? 4. How do fish use their tails? 5. Look at the flatfish. How is it similar and different from the other fish?</p> <p>Knowledge Fish use gills to breathe. They use their tails to swim and have fins to keep them upright.</p> <p>*Bring in whole fish</p>	<p>Skill Describe ways to look after the immediate environment.</p> <p>Prompts 1. How might litter hurt an animal or the environment? 2. What might happen if people leave litter on the seashore? 3. How can we stop people from leaving litter? 4. What materials are these? 5. Can you sort the litter?</p> <p>Knowledge Leaving litter on beaches can harm marine life.</p>	<p>Skill Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Prompts 1. What do the photographs show that people from the past enjoyed doing at the beach? 2. What are the people in the photographs wearing? 3. How did people travel to the beach? 4. Why do you think people travelled to the beach by bus or train in the past? 5. How are the pictures similar and different from your beach photographs?</p> <p>Knowledge The way that people lived in the past is not the same as the way that we live now.</p>	<p>Skill Begin to notice and talk about the different places around the world, including oceans and seas.</p> <p>Prompts 1. Look at the globe. Do you think there is more land or water on Earth? 2. Can you find the Pacific Ocean on the map? 3. Where do you think the coldest sea or ocean is? 4. What would you like to find out about the seas and oceans?</p> <p>Knowledge The ocean is a body of saltwater that covers over two thirds of the surface of the Earth.</p>	<p>Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Prompts 1. Do you have a favourite marine animal? 2. Which animals would you like to find out about? 3. What facts would you like to find out?</p> <p>Knowledge 1. Fiction is a story or book about imaginary events and characters. 2. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them.</p>
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	way to make things better.						
Key vocabulary: changes, seasons, plastic pollution, global warming, litter, environment, sea safety, coastal waters, similar/different							
Forest School	Activity: Flower pressing	Activity: <u>Colours of nature scavenger hunt.</u> Provide children with coloured wheels and allow children time to match the wheel to colours outside. e.g. rocks, grass, flowers	Activity: <u>Nature Weaving.</u> - 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.	Activity: <u>Den building</u> Use different materials to make dens. Look at simple knot tying	Activity: <u>Explore</u> Spot similarities and differences since our last visit to the forest	Activity: <u>Fairy Garden</u> Create fairy doors for our forest area	Activity: <u>Explore</u> Spot similarities and differences since our last visit to the forest
Key Vocabulary: Autumn, Winter, Spring, Summer Press, dried flower, match, weave, tuck, knot, shelter, similar, different							
Expressive Arts and Design – in provision (enhancements set up)	Art Lesson 4: Designing Animal Sculptures LO: To generate inspiration and conversation about sculpture art and artists. Kapow	DT Lesson 4: Investigating boats LO: To investigate how the shape and structure of boats affects the way they move. Kapow	Art Lesson 5: Creating animal sculptures LO: To begin making a 3D clay sculpture using the designs created last lesson. Kapow	DT Lesson 5: Designing boats LO: To design a boat. Kapow	Art Lesson 6: Painting animal sculptures LO: To make a 3D clay sculpture using the designs created last lesson. To share their creation, explaining the processes they have used. Kapow	DT Lesson 6: Creating and testing boats LO: To create a boat based upon their own designs. Kapow	<u>Consolidation</u>

Key Vocabulary: clay, flatten, join, pinch, roll, sculpture, smooth, squash, 3D, evaluate, model, plan, reflect, anchor, mast, rudder, helm, float, sink

**Artist of the half term:
Claude Monet**

