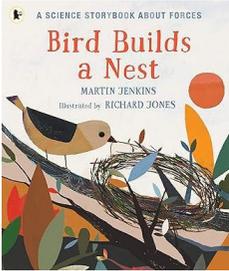
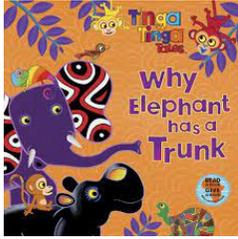
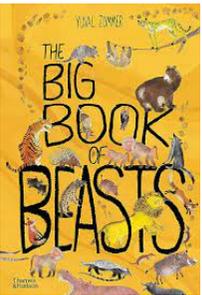
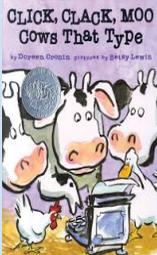


Summer 1	Week 1	Week 2 <i>Local Author visit: Elizabeth Green 29.4.25</i>	Week 3 Visit to local park	Week 4	Week 5 World Bee Day 20th May
Topic	Animal Safari/Creep, Crawl, Wiggle				
Phonics	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons

<p>Literacy</p> <p>C&L</p>	<p><u>Book of the Week:</u> <u>The Girl Who Loves Bugs</u> by Lily Murray</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> 1.glistening 2.disgusting 3.perfect 4.fetches 5.whispers 6.whirring</p>	<p><u>Book of the Week:</u> <u>Bird Builds a nest</u> by Martin Jenkins</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.strong 2.delicious 3.fetching 4.forth 5.speckled 6.beautiful</p>	<p><u>Book of the Week:</u> <u>Why Elephant Has a Trunk</u> by Edward Gakuya</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.terrible 2.oldest 3.sadly 4.honest 5.snapped 6.confort 7.enormous</p>	<p><u>Book of the Week:</u> <u>The Big Books of Beasts</u> Barbara Taylor and Yuval Zommer</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.aggressive 2.squabble 3.cunning 4.cackling 5.hypnotises 6.reflective 7.predators</p>	<p><u>Book of the Week:</u> <u>Can We Really help the Bees?</u> Barbara Taylor and Yuval Zommer</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.wildflowers 2.bloom 3.food chain 4.pollinator 5.hive 6.nectar 7.pollen</p>
--------------------------------	---	--	---	---	--

<p>Literacy</p> <p>TTS</p>	<p>The Bear and the Piano</p> 		<p>Click, Clack, Moo</p> 		<p>Big Dream</p> 
<p>Maths</p>	<p><u>White Rose Maths</u> Explore 3D shapes</p> <p>Recognise and name 3D shapes</p> <p>Find 2D shapes within 3D shapes</p> <p>Use 3D shapes for tasks</p>	<p><u>White Rose Maths</u> Explore 3D shapes</p> <p>3D shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns</p> <p>Patterns in the environment</p>	<p><u>White Rose Maths</u> To 20 and beyond</p> <p>Build numbers beyond 10 (10 -13)</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Build numbers beyond 10 (14-20)</p>	<p><u>White Rose Maths</u> To 20 and beyond</p> <p>Continue patterns beyond 10 (14-20)</p> <p>Verbal counting beyond 20</p> <p>Verbal counting patterns</p>	<p><u>White Rose Maths</u> How many now?</p> <p>Add more</p> <p>How many did I add?</p> <p>Take away</p> <p>How many did I take away?</p>
<p>Key Vocabulary: 3D, 2D, continue, before, after, patterns, more less, beyond</p>					
<p>PSED</p>	<p><u>Jigsaw</u> Session 1: My family and me! LO: I can tell you about my family.</p>	<p><u>Jigsaw</u> Session 2: Make friends, make friends, never, never break friends (part 1) LO: I understand how to make friends if I feel lonely.</p>	<p><u>Jigsaw</u> Session 3: Make friends, make friends, never, never break friends (part 2) LO: I can tell you some of the things I like about my friends.</p>	<p><u>Jigsaw</u> Session 4 & 5: Falling out and bullying LO: I know what to say and do if somebody is mean to me. I can use 'calm me time' to manage my feelings.</p>	<p><u>Jigsaw</u> Session 6: Being the best friends we can be LO: I can work together and enjoy being with my friends.</p>

Key Vocabulary:
Feelings, friendly, lonely, upset, kind, unkind, family, friend, loved, home

R.E	Which places are special and why? P EYFS Which pla...	Which places are special and why? P EYFS Which places are...	Which places are special and why? P RE Lesson 4 which p...	Which places are special and why? P EYFS Which places are s...	Which places are special and why? P EYFS Which places are sp...
-----	---	--	--	--	---

Key Vocabulary:
Muslims, Holy, Church, bible, Mosque, Imam, Qur'an, vicar

UTW	<p>Skill Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Prompts 1.Look at these different minibeasts. How are they similar, and how are they different? 2.Do all minibeasts have antennae? 3.How many legs do spiders have?</p>	<p>Skill Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Prompts 1.How have you decided to sort them? 2.Can you find all the birds? 3.How are the birds similar, and how are they different? 4.Do you know which animals are reptiles? 5.Do all the mammals have fur?</p>	<p>Skill Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p>Prompts 1.Which animals live in the Serengeti? 2.Which animals live around the school and in our local area? 3.How is the Serengeti different from where we live?</p> <p>Knowledge</p>	<p>Skill Match animals to the foods that they eat.</p> <p>Prompts 1.When you are hungry, where do you get your food? 2.Where do you think animals that live in the wild get their food? 3.Do all animals eat the same type of food? 4.These animals are all carnivores, which means they eat other animals. How are the carnivores similar, and how are they different? 5.These animals are all herbivores. What types of</p>	<p>Skill Make simple prints using a variety of tools, including print blocks and rollers.</p> <p>Prompts 1.Model how to make prints using the resources. 2.Introduce vocabulary, such as roll, press, stamp and print. 3.Encourage the children to talk about their artwork and the techniques they have used.</p> <p>Knowledge To understand the importance of bees and how they make honey</p>
-----	--	---	--	---	---

	<p>4. How do you think the minibeasts use their antennae? 5. What is the difference between a snail and a slug? 6. I wonder if all insects have wings. 7. Can you find all the insects? 8. How are insects similar?</p> <p>Knowledge Insects have six legs, three body parts, antennae and most have one or two pairs of wings</p> <p>Week 1</p>	<p>6. What features do the animals share?</p> <p>Knowledge 1. Reptiles are animals that have dry, scaly skin and lay eggs. 2. Birds are animals that have beaks and feathers and lay eggs.</p> <p>Week 2</p>	<p>The weather, environment and living things are different in different places around the world.</p> <p>Week 3</p>	<p>plants do you think they eat?</p> <p>Knowledge Animals eat different kinds of food, including other animals, plants or both animals and plants.</p> <p>Week 4</p>	<p>Week 5</p>
<p>Key Vocabulary: antennae, wings, insects, Africa, Serengeti, animal, babies, reptiles, honeycomb, reptiles</p>					

Expressive Arts and Design - in provision	<p>Art <i>Lesson 1: Clay</i> LO: To explore clay and its properties.</p>	<p>DI <i>Lesson 1: Waterproof Materials</i> LO: To understand what waterproof means and to test whether materials are waterproof.</p>	<p>Art <i>Lesson 2: Playdough</i> LO: To explore playdough and its properties.</p>	<p>Artist of the half term focus - Kandinsky</p> 	<p>DI <i>Lesson 2: Floating and Sinking</i> LO: To test and make predictions for which materials float or sink.</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> 				