
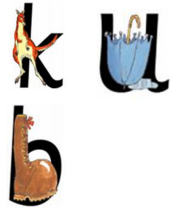




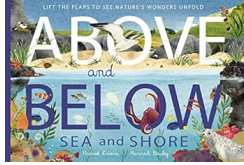


Conkers 2024 – 2025
Summer 1 Medium Term Plan

Summer 2 Dates and Enrichment	Week 1 Caterpillars arrive 6.6.25 whole school forest afternoon	Week 2 Visit to local park 10.6.25 Class photos	Week 3 National school sports week 19.6.25 Book breakfast	Week 4 25.6.25 Sports day 27.6.25 Non uniform day	Week 5 3.7.25 Summer Fair	Week 6 8.7.25 Fitness fun day 9.7.25 Teddy Bears Picnic 10.7.25 Colour run	Week 7 14.7.25 Church service
Topic	On the beach						
Phonics Phase 1	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.	Phase 1 Aspects 1-5 spiral programme with all.
RWI Nursery							Consolidation week

Key books	<p><u>Sharing a Story</u> <u>Core Text:</u> Above and Below Sea and Shore</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Clem and Crab</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Smiley Shark</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> The Sandcastle that Lola built</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Somebody Swallowed Stanley</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Hey, Water!</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Under the Sea</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>
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	<u>Key vocabulary:</u> Sprinkle Hose Steam Lake Fog Iceberg	<u>Key vocabulary:</u>	<u>Key vocabulary:</u> Shivered Darted Cartwheeled Safe	<u>Key vocabulary:</u> Sea Glass Frisbee Moat Protect	<u>Key vocabulary:</u> Tentacles Sea bed Kite Protect	<u>Key vocabulary:</u>	<u>Key vocabulary:</u> Slowly Wandered Nibbling Settles
Maths	Mastering Number Week 6: Counting, ordinality, cardinality	Mastering Number Week 7: Comparison	Mastering Number Week 8: Composition	Mastering Number Week 9: Composition	Mastering Number Week 10: Counting, ordinality, cardinality	Mastering Number Consolidation	Mastering Number Consolidation
<p>Key Vocabulary: One, two, three, count, check, subitise,</p>							
PSED	<u>Jigsaw</u> Session 1: My Body LO: I can name parts of the body.	<u>Jigsaw</u> Session 2: Respecting my body LO: I can tell you something I can do and foods I can eat to be healthy.	<u>Jigsaw</u> Session 3: Growing up LO: I understand that we all grow from babies to adults.	<u>Jigsaw</u> Session 4: Fun and Fears (part 1) LO: I can express how I feel about moving into Reception.	<u>Jigsaw</u> Session 5: Fun and Fears (part 2) LO: I can talk about my worries and/ or the things I am looking forward to about moving to Reception.	<u>Jigsaw</u> Session 6: Celebration LO: I can share my memories of the best bits about being in Conkers.	<u>Jigsaw</u> Consolidate

Key Vocabulary:

Healthy, unhealthy, shoulder, elbow, thigh, knee, ankle, neck, grow, toddler, teenager, adult, nervous, excited, worried, emotions, memories

UTW	Noticing our surrounding	Habitats - Rock Pools	Who lives in our oceans	Wish you were here	Save our seas	Water	Consolidation
	<p>Skill: Describe how the weather, plants and animals of one place are different to another.</p> <p>Prompts: Who lives above the water? Who lives below it? How do the animals that live under the water breathe? Do they all eat the same foods?</p> <p>Knowledge: Different animals need different environments to live.</p>	<p>Skill: Talk about the different places different animals live.</p> <p>Prompts: Who lives in a rock pool? What kind of foods might they eat? Would a rock pool be a good place to hide?</p> <p>Knowledge: Different animals live in different habitats. Crabs and starfish could be found in a rockpool.</p>	<p>Skill: Identify common features for different groups of animals.</p> <p>Prompts: How are they the same/ different? Where is the tail? How does the fish use its tail? What other animals have tails?</p> <p>Knowledge: Fish have tails to swim. Other animals have tails too.</p>	<p>Look at old and new postcards and design their own.</p> <p>Skill: Talk about their pictures and give meaning to their marks.</p> <p>Prompts: Have you ever sent or received a postcard? Who will you send your postcard to? What will you write?</p> <p>Knowledge: Marks can represent thoughts and emotions. Marks</p>	<p>Discuss plastic pollution and its effects on the environment.</p> <p>Skill: Shows care for living things and the environment.</p> <p>Prompts: Why is it important to throw litter in the bin? What can happen to wildlife if we leave litter on the beaches?</p> <p>Knowledge: Leaving litter can harm plants and animals.</p>	<p>Skill: Understand that water runs and everything needs water to live.</p> <p>Prompts: How can we get the water from one place to another? Will water run up as well as down?</p> <p>Knowledge: I can use pipes and connectors to make water move. I can work cooperatively with others and take turns.</p>	

				have meanings that you can explain to someone else.			
<p>Key Vocabulary: Above, below, rock pool, habitat, share, hunt, protect, tail, swim, postcard, old, new, pollution, litter, harmful, runs, flows.</p>							
Art / DT	Art 3D Landscape Art LO: To create a natural landscape 3D picture using found objects.	DT Boats LO: Use prior knowledge of waterproof materials and floating and sinking to look at different boats, noticing what they are made from.	Art Creating animal sculptures LO: Choose and create an animal sculpture using small world examples for inspiration.	DT Creating and testing boats LO: Create a boat using chosen materials. Once complete, test to see if the boats float or sink.	Art Painting animal sculptures LO: Paint sculptures and be able to discuss reasoning behind colour choices.	Artist of the half term  <p>Look at paintings by Claude Monet, discuss what children like/ dislike about the paintings, colour choices and style of painting.</p>	Artist of the half term <p>Challenge children to recreate their own individual version of a water lily painting.</p>

	<p>Key Vocabulary:</p> <p>Waterproof, Float, Sink, Predict, Investigate, Wet, Dry, Boat, Ship</p> <p>3D, clay, playdough, design, sculpture, pinch, roll, smooth, stretch, squash, cut, bark, seed pods</p>
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