

## **Expressive Arts and Design**

- Use a variety of construction materials to design and construct vehicles focusing on Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used whilst demonstrating how their vehicle works
- Follow Music Express
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## **Communication and Language**

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Literacy**

### **Phonics** RWI programme

*Children split into groups to practise reading skills.*

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.

### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using story maps and improvise stories where applicable
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

### **Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters... words to include common tricky words *I go no to the he she we be*
- Write simple phrases and sentences that can be read by others.

#### Digging Deeper,

Writes narrative or extended pieces of writing (e.g. re-writing familiar story)  
Applies full stops and capital letters

## **Books – Key Texts**

- Knuffle Bunny
- The Naughty Bus
- Where the Wild Things Are
- Room on the Broom
- Meerkat Mail



## **Medium Term: Summer 2**

Come with us to... ?

### **Understanding the World**

- Know some similarities and differences between the natural world around them and contrasting environments, whilst on a local trip
- Understand some important processes and changes in the natural world around them, including the seasons and changing during planting activities and whilst participating in Forest School.
- Children to identify similarities and differences between England and other countries / cities including New York, South Africa, Antarctica.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps and local trips
- Follow RE Discovery – Summer 1 – Special Stories

#### **Festivals and events:**

- Bromley Floral Fest' June
- 20<sup>th</sup> June Father's Day
- Pride Month June
- Wb June 29<sup>th</sup> Art Week

### **Physical Development**

- Follow Real PE lesson planning
  - o balancing jumping & throwing
- To negotiate space and obstacles safely, with consideration for themselves and others.
- To demonstrate strength, balance and co-ordination when playing.
- To use one-handed tools and equipment, for example, scissors, paintbrushes and cutlery.
- To use a comfortable grip with good control when holding pens and pencils.

## **Personal, Social and Emotional Development**

- Follow Jigsaw PSHE – Summer 2 –
- Responding to Pupil needs and interest circle time
- I know how to be a good friend. Children begin to think about how to help their peers
- Confident to try new activities or experience new events (transition)
- Show sensitivity to the needs and views of those around them
- Explain why we have rules and begin to explain what is right / wrong

## **Maths (Linking to White Rose SOL)**

### **To 20 and beyond Consolidating**

#### *Building Numbers Beyond 10*

- To build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes & towers of cubes.
- To see that larger numbers are composed of full 10s and part of the next 10.

#### *Counting Patterns Beyond 10*

- To count on and back beyond 10.
- To count on or back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.
- To find larger numbers on number tracks and 100 squares.

#### *Spatial Reasoning - Match, Rotate, Manipulate*

- To select and rotate shapes to fill a given space.
- To explain why they chose a particular shape and why a different shape wouldn't fit.
- To match arrangements of shapes, using positional language to describe where the shapes are in relation to one another.
- To select shapes to complete picture boards or tangram outlines.

### **Digging Deeper ELG**

#### *Adding and subtraction*

- to add or subtract amounts using objects / marks or number tracks
- to recall addition calculations to 10
- To represent the number stories using 10 frames, number tracks and their fingers.

#### **Number Patterns**

- To double quantities to 10
- To identify if a number / amount is odd or even

#### *Spatial Reasoning - Compose and Decompose*

- To understand that shapes can be combined and separated to make new shapes.
- To fit shapes together and break shapes apart and to notice the new shapes they have created.
- To investigate how many different ways a given shape can be built using smaller shapes.
- To explore the different shapes they can make by combining a set of given shapes in different ways.

#### Immersion events

Week 1 – trip around our local area (please follow your school guidance on trips)

Week 2 – Bike and Scooter day

Week 3 – Performing the Class's Naughty Bus Story Map (record for home to see and peers in school)

Week 4 – Engineers and wind energy... children to make aeroplanes or hot air balloons to see which travels the best

Week 5 – Wild Rumpus Party.... dressing up as a wild thing for our party and Floating Boat competition

Week 6 – Dinosaur History immersion day... dressing up as dinosaurs or palaeontologist as well as letter to their new teachers