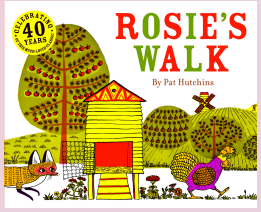
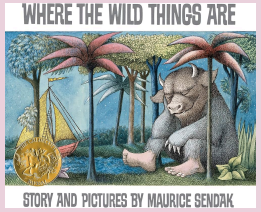
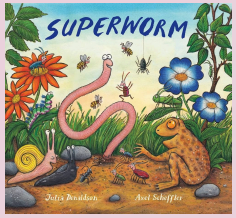
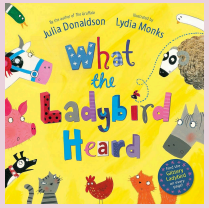
Summer 1- The great outdoors Minibeasts Growing plants On the farm Focus texts: Rosie's walk Where the wild things are Superworm (oracy focus) What the Ladybird Heard The Very Hungry Caterpillar The tiny Seed	Experiences- growing plants in growing area, swimming, farm visit

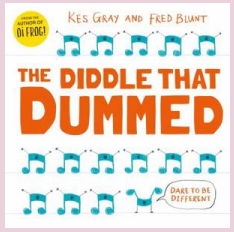








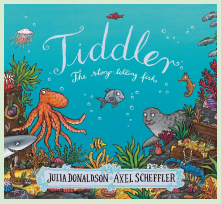


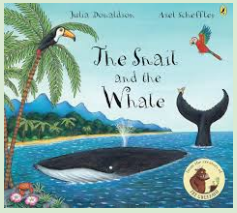


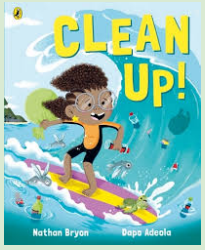
Personal social and emotional development	Communication and language	Physical development	Literacy/Phonics	Maths	Understanding the world	Expressive arts
We are learning to: • show resilience and perseverance when working towards their learning goals • manage feelings of frustration or upset successfully, showing their ability to stay calm • share and take turns independently across a range of learning contexts **Managing Self** • understand how they can support their own learning by using classroom resources independently • set their own learning goals and targets	**We are learning to:** **Listening, Attention and Understanding** • recognise the differences in the features between non-fiction and fiction texts • make up their own stories using features of learned story language and structure • ask and answer questions to understand and to explain their understanding and thinking **Speaking** • extend our vocabulary by exploring the meanings of new words and using them in	**We are learning to:** **Gross motor** Swimming Games **Fine Motor Skills** • use a ruler to draw straight lines • use scissors to cut carefully and stick neatly • show correct and comfortable pencil grip, writing letters on lines with regular heights • write numbers correctly *pencil – any writing tool	**We are learning to:** **Comprehension** • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • 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 **Word Reading**	Doubles odd/even Generalise pattern structure to another context or mode - transfer pattern Size - number of units relationship Identify similarities between shapes	**We are learning to:** **People, Places and Communities** • understand that some places are special to members of their community (mosque, church, meeting hall etc) • recognise similarities and differences between life in this and other countries **The Natural World** • understand the life cycle of a butterfly and remember butterfly facts	**We are learning to:** **Creating with Materials** • create observational drawings of plants and animals, adding details • using pastels to blend different shades • review own work and edit to improve it • explore the possibilities of different drawing materials (pastel, charcoal, chalk) **Being Imaginative and Expressive** • create our own musical patterns using instruments • use music and sounds to add effects to stories, rhymes and songs • explain how different instruments are played – blow, beat, strum, shake etc

ding **Relationships** • show consideration for the ideas and contributions of others in group activities • understand how unkind behaviour towards others can cause distress (bullying) • understand how friendships and differ and that we all like different things • how to care for living things by being gentle and giving them what they need	context in activities and conversations •use time connectives accurately when explaining a life cycle (first, then, next, finally) • practise good talk behaviours in activities and group/partner conversations • add details to explanations and narratives • use expression and rhythm when rehearsing and performing their own stories and rhymes		• say a sound for each letter in the alphabet and at least 10 digraphs (ELG) • read words consistent with their phonic knowledge by sound-blending (ELG) • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (HRS) (ELG) **Writing** • write recognisable letters, most of which are correctly formed (ELG) • write spell words by identifying the sounds in them and representing the sounds with a letter or letters (ELG) • write simple phrases and sentences that can be read by others (ELG) • write HRS words in context • write own name showing correct formation		• compare different environments around the world, animals that live there and their habitats • name some countries and continents of the world • use a globe to find land, sea, continents and the UK • know and label parts of a plant and understand their basic functions **Past and Present** • use vocabulary related to life cycles of plants and animals	• act out a story as part of a group, taking on a specific role **Get set 4 music-** walking in the jungle **Focus Artist:** **Van Gogh - Sunflowers** 
Phonics little wandle phase 4	CVCC, CCVC words, words ending in ing ed id est Tricky words- said so have like some come love do were here little says there when what one out today					

Summer 2- Seaside	Experiences- beach trip
Focus texts: The snail and the whale Bear's Adventure The Storm Whale What the ladybird heard at the seaside Clean Up! Little Turtle and the sea Sea The big book of Blue Why do crabs run sideways Hooray for fish	







Personal social and emotional development	Communication and language	Physical development	Literacy/Phonics	Maths	Understanding the world	Expressive arts
We are learning to: **Self-Regulation** • manage feelings through transitions and change • share feelings of worry or upset with others • be brave in new situations **Managing Self** • think about my learning goals for Year 1 • recognise when learning goals have been achieved and set a progressive new goal • feeling proud of their achievements	**We are learning to:** **Listening, Attention and Understanding** • recognise when new information is gained from non-fiction texts • ask questions about non-fiction texts to secure understanding • answer questions about their reading experiences to show understanding **Speaking** • continue to extend vocabulary by exploring the meanings of new words and using them in context in activities	**We are learning to:** **Gross Motor Skills** • work as part of a team in a race or team game showing good sportsmanship • take part in sports activities (sports day and sports week) confidently **Fine Motor Skills** • use a ruler to draw straight lines to create an enclosed shape (square, triangle, rectangle) • begin to show an understanding of ascending and descending letters	**Review phonics** **Drawing club**	Count forward to and beyond 20 pausing at multiples of 10 Begin using units to compare Make repeating pattern around a circle Create pattern around a border with fixed number of spaces Spot patterns around us	**We are learning to:** **People, Places and Communities** • explore my new classroom and meet my new teachers • understand how new people we meet can help us too **The Natural World** • explore the scientific concept of floating and sinking • compare different environments around the world, animals that live there and their habitats	**We are learning to:** **Creating with Materials** • make a vessel that floats, considering the materials we need to use and how to fix parts together • learn how to sew with a large needle using thread on different templates **Being Imaginative and Expressive** • act out our own stories, creating and deciding on the different roles we need to play. • Learn a sequence of street dance moves and respond to feedback **Get set 4 music-** Deep blue sea

Building **Relationships** • seek support from trusted adults when feeling hurt or upset by others • get to know our new teacher	and conversations • talk about the differing features of fiction and non-fiction texts • use a performance voice in class assembly	when writing on lines *pencil – any writing tool		Awareness of properties of shape	• name some countries and continents of the world • use a globe to find land, sea, continents and the UK **Past and Present** • think about our first year in school and how much we have learned and grown • our Reception timeline **Technology:** • use the keyboard to write my name	**Focus Artist: Henri Matisse – The Sea**  Create boats- kapow unit
Phonics Little Wandle phase 4	Reviews sounds and tricky words					