

<p align="center">Wow day: Water day 14th July Father's Day Morning of 17th June</p>	<p align="center">EYFS: Summer Term</p>	<p align="center">Visit: Pink Pig Farm.</p>
<p>Community Links: Visit Pink Pig Farm to look at farm animals, crops, machinery and think about life cycles. Sports Day will take place this term, along with a Dad's morning just before Father's Day. In the classroom we are having live caterpillars and chick eggs to support the learning of life cycles. We will perform a song to the local nurseries and parents.</p>	<p>Enterprise Activity: Enterprise activities in the summer term will be linked to Global Citizenship. Pupils will join a campaign on sustainable fashion; building on skills from our previous campaign on single-use plastics. Pupils will also have the opportunity to learn about a variety of job roles and careers.</p>	 <p align="center">Living and growing things</p>
<p align="center">Key Learning</p>	<p align="center">Key Learning</p>	<p align="center">Key Learning</p>
<p align="center"><u>Writing</u></p> <p>The children are exposed to writing through all our areas of provision; discreetly or directly, active mark making and writing. This is endorsed in both the indoor and outdoor provision. Throughout this term, the children will write at least 3 sentences about a picture/place/object or story in a meaningful context. All sentences will have finger spaces and a full stop and some sentences will start with a capital letter. Children will spell all phase 2 common exception words and most if not all phase 3 common exception words. The children will form all or most letters correctly using a lateral tripod grip and some letters will be sitting on the line. Children will start to form ascenders and descenders with more accuracy, but not consistently. Narrative: Children will retell The Hungry Caterpillar and Jack and the Beanstalk. The children will; discuss features of a narrative, hot seat characters, act out the story, label objects / characters in the story, sequence the story, create a story map, describe the main characters and rewrite the beginning, middle and end of the story. They will write short descriptive sentences, as a third person, with words with known sound-letter correspondences using a capital letter and full stop. There will be a focus on forming lower-case and capital letters correctly and ensuring words are spelt by identifying the sounds and then writing the sound with letter/s they can hear. Finally, the children will need to be able to re-read what they have written to check that it makes sense and check they have used punctuation. Recount: Children will write a recount of their trip to the farm ensuring they are writing in the first person, past tense, in chronological order and remembering some capital letters, full stops and finger spaces. They will also use adverbials of time and conjunctions. Explanation text: Firstly, the children will sort texts into fiction and non-fiction and explain the differences. The children will order and write explanation sentences about the Life Cycle of a caterpillar and a chick with the help of The Life of a Butterfly and real like experience of the chicks and the caterpillars. They will be taught to use sentence openers – first, then, next, after that, finally. Once finished, the children will reread their work and correct any mistakes. Instructions: The children will read “How to Grow a Flower.” The children will write “How to plant and care for a bean”.</p>	<p align="center"><u>Reading</u></p> <p>The Very Hungry Caterpillar /Jack and the Beanstalk / Duck in the Truck / The Life of a Butterfly / How to Grow a Flower/ Super Worm / Handa Surprise</p> <ul style="list-style-type: none"> • These key texts will be used to aid children with their writing. They will discuss the story structure, characters, setting, make predictions throughout, reenact and re-tell the stories. • We will read a variety of non-fiction books to support our understanding of life cycles and growth of plants. <p>Reading: Children will continue to read their practice book three times a week in school and will focus on decoding, prosody and comprehension they will then be allocated the book to read at home. Whole class reading: The children will focus on retrieval, prediction, vocabulary, sequencing, using their phonetical awareness to decode and to be able to identify and discuss similarities and differences between familiar stories, fiction and nonfiction and poetry. The children will be learning to:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words from Little Wandle • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. <p>Children will have access to independently read stories in the book area, turning the pages correctly and talking about the pictures. Some children will recite familiar stories that have been read to them many times.</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. 	<p align="center"><u>Mathematics</u></p> <p>During the summer term, the children will continue to practise and consolidate these key skills: subitising, counting, composition, sorting and matching and comparing and ordering. Number: The children will build and identify numbers to 20 (and beyond) using a range of resources 10 frames, number shapes, towers of cubes to support children seeing that larger numbers are composed of full 10s and part of the next 10. The children will count and order numbers from one to 20 and say which number is one more or one less. The children will use real objects to see the quantity of a group can be changed by adding more and taking away. The first, then, now structure will be used to create mathematical stories in meaningful contexts and the children will be encouraged to represent the number stories using 10 frames, number tracks and their fingers. They will add and subtract two single-digit numbers and count on or back to find the answer. The children will be given time and opportunities to engage extended problem solving and developing their critical thinking skills. Children will solve one step problems, including doubling, halving and sharing, and odd and even numbers. Patterns: The children will learn that double means “twice as many”. They will be given opportunities to build doubles using real objects and mathematical equipment. The children will share objects and check that items are shared equally. The children will also be given opportunities to recognise and make equal groups and begin to understand that some quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. The children will be encouraged to notice the odd and even structure on the number shapes. The children will be given opportunities to explore and investigate relationships between numbers and shapes. They will also continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions. Measure, shape and spatial thinking: The children will match, rotate and manipulate shapes to fill a given space. They will be encouraged to explain why they chose a particular shape and why a different shape would not fit. The children will be provided with opportunities to match arrangements of shapes and will be prompted to use positional language to describe where the shapes are in relation to one another.</p>

<p>Firstly, the children will look at a range of instructions and discuss the features. They will then order a set of instructions before writing their own. The children will write in the third person, using instructional format and language and simple conjunctions. Letters should be correctly formed and written on the lines.</p> <p>Poetry / rhyme: The children will match rhyming pairs, continue rhyming strings and remember a song to perform. Their rhyme will be based on Duck in the Truck. The children will think of alternative rhyming sentences, to make it their own.</p>	<ul style="list-style-type: none"> • 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 <p>Phonics: The children will continue to follow Little Wandle, starting phase 4, but no new sounds will be learnt.</p> <p>Children will read words using Phase 3 phonemes. Children will read on sight all phase 2 and 3 common words and start to read some phase 4 words. They will look at short vowels CVCC, CCVC, CCV, CCVCC, CCCVC, CCCVCC words and compound words and root words ending in: -ing, -ed /t/, -ed /id/ /e/d – est and phase 4 words ending in: -s /s/, -s /z/, -es.</p>	<p>The children will select shapes to complete picture boards or tangram outlines and investigate how many different ways a given shape can be built using smaller shapes. Children will make a castle for the giant out of a variety of 2D and 3D shapes. They will learn positional language and will begin to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p> <p>The children will understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.</p>
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<p style="text-align: center;"><u>Communication and language</u></p> <p>Our routines and environment promote high quality communication and language development. Children will be encouraged to engage in back-and-forth exchanges with their teachers and peers and contribute to group and whole-class discussion whenever possible.</p> <p>Listening, attention and understanding: The children will understand how to listen carefully and why listening is important. They will engage in story time and listen to and talk about stories to build familiarity and understanding. They will make comments about what they have heard and ask questions to clarify their understanding. The children will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Speaking: The children will be encouraged to describe events in some detail, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They will retell familiar stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. The children will learn new vocabulary and will be encouraged to use it in different contexts throughout the day. The children will be encouraged to articulate and offer their ideas and thoughts in well-formed sentences, by connecting one idea or action to another using a range of connectives, within a small group, class and or one to one discussions.</p>	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>Exploring using media and materials: The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create a variety of art and design. The children will complete an observational drawing of a sunflower with a focus on colour, shape and texture and look at the work of Van Gough. They will also draw butterflies with a focus on complexity, detail, shapes, textures and pattern. The children will explore different natural materials / textures to create a collage of summer. The children will print using flower heads, hands and fingers.</p> <p>Being Imaginative: The children will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories and experiment with ways of changing them. The children will create a 3D giant’s castle using junk modelling. The children will listen and appraise funk music and learn to sing Big Bear Funk as well as revisiting other nursery rhymes and action songs. They will embed foundations of the interrelated dimensions of music using voices and instruments and perform and share. In the second half of the term the children will, consolidate the year’s work, prepare for performance and look at the history of music.</p>	<p style="text-align: center;"><u>Character Education</u></p> <p>Thoughtful: Children will be learning all about growth and life cycles this term. They will take part in planting their own seeds and learn how to look after these to ensure they blossom and grow. We will be talking about what it means to be thoughtful about living things and we how we need to be thoughtful of the environment, and each other. They will talk about how they managed to achieve and accomplish something after a setback using restorative circles. Reading Super Worm will help identify thoughtfulness.</p>
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Understanding the World

Past and Present: The children will know the past and present in relation to what they did yesterday and what they are doing today. They will know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. The past will be spoke about in detail, when writing a recount about the trip to the farm.

People, culture and communities: The children will talk about their time in EYFS to the local nurseries and parents. This term the children will compare England to Africa and explain some similarities and differences using the text Handa Surprise. The children will be learning about similarities and differences between different religious and cultural communities in our country. The children will talk about Christians, white British, multi-racial communities and how people have different religions around the world. Children will express their views /opinions and share experiences, talking about people they know or have met. Discussions will occur through circle time and/or looking at books/information together.

The Natural World: The children to care for animals and take part in first-hand scientific explorations of the life cycles of caterpillars and chick eggs and will begin to understand the concept of growth and change. The children will learn new vocabulary related to the exploration and will be encouraged to use it in their discussions, as they care for living things. The children will observe and care for their chicks and caterpillars.

The children will explain the concepts of growth, change and decay with natural materials.

The children will explore food that is grown in England, compared to the food grown in Africa, and discuss why it may differ. The children will plant seeds and bulbs so they can observe growth and decay over time and investigate what seeds need to grow. The children will carry out an experiment with an apple and will observe the apple core going brown and moldy over time. After close observation, the children draw pictures of the natural world, including animals and plants and explain how we care for the natural world around us.

Physical Development

Gross Motor: This term the children will have athletics and batting and aiming sessions for PE will focus on; running in a straight line, at speed and distance; jumping having bent knees and jump forward to gain distance; skipping, throwing an object at a target and catching and striking a ball with a tennis racket. They will be encouraged to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. The children will be encouraged to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

The children will learn the importance for good health, physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They will be expected to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Fine Motor: The children will learn good control and co-ordination in large and small movements. They will handle scissors effectively and will cut along any edge with control. They will use a range of small tools, including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing. They will be encouraged to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children will continue daily handwriting sessions and writing opportunities are always available within the provision.

Personal, social and emotional development

Self-regulation: The children will think about the perspectives of others and moderate their own feelings socially and emotionally. The children will learn to wait with increased patience, when necessary and controls their feelings when they are upset or angry.

By the end of the term, we hope they have an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self: The children will enjoy more challenging activities and set goals for themselves that stretch their abilities. They will try different approaches when solving problems and discuss what they have done.

The children will identify when they haven't followed a rule or made a bad choice and can will say why and understand that there will be a consequence. The children will be encouraged to dress and undress independently but may still need help with small buttons and laces. As a class we will discuss how to be safe around water and in the sun.

By the end of the term, we intend for the children to: be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building relationships: Through restorative practice the children will be encouraged to solve small conflicts through speaking to each other and being assertive. We encourage the children to be outgoing and help others, who are not as confident or are in need of help and show understanding of another child's perspective in discussion.

By the end of the term, endeavour that the children will work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers and show sensitivity to their own and other's needs.

In our weekly Jigsaw lessons, we will be teaching the children about 'Relationships' through the following lessons: family life, friendships, breaking friendships, falling out, dealing with bullying and being a good friend.

Our second Jigsaw topic is "Changing me" and the children will cover the following lessons: bodies, respecting my body, growing up, growth and change, fun and fears and celebrations.