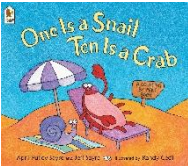
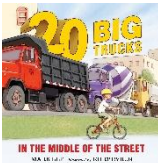
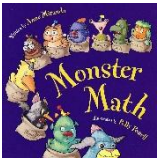






Summer 1 – Ready Steady Grow


Themes	Summer	Feelings/Emotions linked to events/books		Healthy Eating	Oral Health/Hygiene	Traditional Tales	
Possible lines of enquiry.	Planting	Growing	New Life	Minibeasts	Weather	PE	Structures
	Forest School	Life Cycles		Dentist	William Shakespeare	Stratford-upon-Avon	Local shop

Literacy texts	Embedded in classroom life - daily story times, weekly text focus, nursery rhymes, poems and songs.				
					
	(No Outsiders text)				


Maths texts				
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<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>Communication and Language</u></p> 	<ul style="list-style-type: none"> *Understand how to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Ask questions to find out more and to check they understand what has been said to them. *Use new vocabulary in different contexts. *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Describe events in some detail. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Develop social phrases. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding. *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Listen carefully to rhymes and songs, paying attention to how they sound. *Learn rhymes, poems and songs. *Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p><u>CL provision, activities, enhancements.</u></p>	<p>Circle times, class bears, hot seating, class discussions, story times, puppet theatre, role play, small world areas, story maps.</p>

<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p><u>PSED</u></p> 	<ul style="list-style-type: none"> *See themselves as a valuable individual. *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Think about the perspectives of others. *Manage their own needs – personal hygiene. *Factors to support and talk about their overall health and wellbeing.
<p><u>PSED provision, activities, enhancements.</u></p>	<p>NO OUTSIDES TEXT: Blue Chameleon Zones of Regulation areas, feelings stones, stories, class discussions, circle times, lessons.</p>




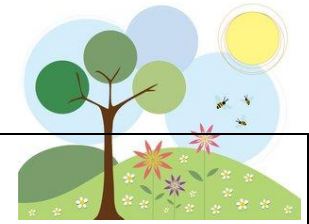
<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="152 359 280 422"><u>Physical Education</u></p> 	<p data-bbox="358 359 2128 422">*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p data-bbox="358 430 1355 462">*Progress towards a more fluent style of moving, with developing control and grace.</p> <p data-bbox="358 470 1198 502">*Develop the overall body strength, co-ordination, balance and agility..</p> <p data-bbox="358 510 2116 566">*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p data-bbox="358 574 1792 606">*Combine different movements with ease and fluency. *Confidently and safely use a range of large and small apparatus...</p> <p data-bbox="358 614 940 646">*Further develop and refine a range of ball skills...</p> <p data-bbox="358 654 1545 686">*Develop confidence, competence, precision, accuracy when engaging in activities that involve a ball.</p> <p data-bbox="358 694 1590 726">*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p data-bbox="358 734 1355 766">*Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p data-bbox="358 774 1668 805">*Further develop the skills they need to manage the school day successfully... lining up and queuing, mealtimes.</p>
<p data-bbox="112 837 313 941"><u>PD provision, activities, enhancements.</u></p>	<p data-bbox="358 837 1142 869">Forest School – 3 Weeks (Growing, planting, Summer, tools, fires).</p> <p data-bbox="358 877 1321 909">PE – 3 Weeks (Skills focus; balls, throwing, catching, running) – Sports Day focus.</p> <p data-bbox="358 917 716 949">Traditional playground games.</p> <p data-bbox="358 957 1232 989">Fine-Motor - Handwriting focus – correct letter formation – capital letters.</p> <p data-bbox="358 997 560 1029">Funky fingers -</p> <p data-bbox="358 1037 694 1069">Construction based activities</p> <p data-bbox="358 1077 470 1109">Threading</p> <p data-bbox="358 1117 604 1149">Hole punching leaves</p> <p data-bbox="358 1157 694 1189">Counting pompoms/tweezers</p>




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="152 292 271 320"><u>Literacy</u></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 matched to the school’s phonic programme. *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, fluency, understanding and enjoyment. *Form lower case and capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s. *Write short sentences with words with know letter-sound-correspondences using a capital letter and full stop. *Re-read what they have written to check it makes sense.
<p data-bbox="107 627 315 762"><u>Literacy provision, activities, enhancements.</u></p>	<p data-bbox="353 627 2134 691">Weekly Literacy texts, stories, circle times, continuous provision activities, writing table opportunities, paper in all areas to promote writing, role play, puppet theatre, small word, story maps.</p> <p data-bbox="353 730 481 759"><u>PHONICS</u></p> <p data-bbox="353 767 999 798">All Phase 3 digraphs/trigraphs – revision/interventions</p> <p data-bbox="353 805 607 836">Phase 3 tricky words</p> <p data-bbox="353 844 1016 874">Continue to use sounds in words – reading and writing.</p> <p data-bbox="353 882 640 912">Real/pseudo word focus</p> <p data-bbox="353 920 584 951">Phonic assessments</p> <p data-bbox="353 959 613 989">Groups – Phase 2/3/4</p> <p data-bbox="353 997 696 1027">Groups for targeted support.</p>




<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="170 368 255 400">Maths</p> 	<ul style="list-style-type: none"> <li data-bbox="356 368 779 400">*Count objects, actions and sounds. <li data-bbox="356 405 465 437">*Subitise. <li data-bbox="356 442 1155 474">*Link the number symbol (numeral) with its cardinal number value. <li data-bbox="356 478 577 510">*Count beyond 10. <li data-bbox="356 515 591 547">*Compare numbers. <li data-bbox="356 552 987 584">*Understand the one more/one less than relationship. <li data-bbox="356 588 869 620">*Explore the composition of numbers to 10. <li data-bbox="356 625 1178 657">*Automatically recall number bonds for numbers 0-5 and some to 10. <li data-bbox="356 662 1171 694">*Select, rotate, manipulate shapes to develop spatial reasoning skills. <li data-bbox="356 699 1809 730">*Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can. <li data-bbox="356 735 913 767">*Continue, copy and create repeating patterns. <li data-bbox="356 772 819 804">*Compare length, weight and capacity.
<p data-bbox="100 868 322 970"><u>Maths provision, activities, enhancements.</u></p>	<p data-bbox="356 868 1003 938">Maths provision – Weekly activities to match planning. Mastering Maths lessons/activities.</p> <p data-bbox="356 976 600 1008"><u>White Rose Maths</u></p> <p data-bbox="356 1034 730 1066">Phase 7 – To 20 and Beyond</p> <p data-bbox="356 1091 703 1123">Building Numbers Beyond 10</p> <p data-bbox="356 1145 703 1177">Counting Patterns Beyond 10</p> <p data-bbox="356 1200 920 1232">Spatial Reasoning – Match, Rotate, Manipulate.</p> <p data-bbox="356 1270 696 1302">Phase 8 – First Then Now</p> <p data-bbox="356 1308 510 1340">Adding More</p> <p data-bbox="356 1347 510 1378">Taking Away</p>



Spatial Reasoning – Compose and Decompose

<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="107 699 318 762"><u>Understanding the World</u></p> 	<p data-bbox="353 699 1102 730">Talk about members of their immediate family and community.</p> <p data-bbox="353 735 981 767">Name and describe people who are familiar to them.</p> <p data-bbox="353 772 1025 804">Comment on images of familiar situations from the past.</p> <p data-bbox="353 809 1281 841">Compare and contrast characters from stories, including figures from the past.</p> <p data-bbox="353 845 801 877">Draw information from a simple map.</p> <p data-bbox="353 882 1220 914">Understand that some places are special to members of their community.</p> <p data-bbox="353 919 1406 951">Recognise that people have different beliefs and celebrate special times in different ways.</p> <p data-bbox="353 956 1505 987">Recognise some similarities and differences between life in this country and life in other countries.</p> <p data-bbox="353 992 824 1024">Explore the natural world around them.</p> <p data-bbox="353 1029 981 1061">Describe what they see, hear and feel whilst outside.</p> <p data-bbox="353 1066 1272 1098">Recognise some environments that are different to the one in which they live.</p> <p data-bbox="353 1102 1281 1134">Understand the effect of changing seasons on the natural world around them.</p>
<p data-bbox="107 1142 318 1241"><u>UW provision, activities, enhancements.</u></p>	<p data-bbox="353 1142 1370 1174">Forest School – 4 weeks (Summer, growing, planting, tools, fires, life cycles, new life).</p> <p data-bbox="353 1179 712 1211">Nature table – Summer focus.</p> <p data-bbox="353 1216 577 1248">Caterpillars/chicks</p>



<u>Area of learning</u>	<u>Knowledge and Skills</u>
<p data-bbox="96 323 327 387"><u>Expressive Arts & Design</u></p> 	<ul style="list-style-type: none"> <li data-bbox="360 323 1368 355">*Explore, use and refine a variety of artistic effects to express their ideas and feelings. <li data-bbox="360 363 1644 395">*Return to and build on their previous learning, refining ideas and developing their ability to represent them. <li data-bbox="360 403 1048 435">*Create collaboratively, sharing ideas, resources and skills. <li data-bbox="360 443 1420 475">*Listen attentively, move to and talk about music, expressing their feelings and responses. <li data-bbox="360 483 1435 515">*Watch and talk about dance and performance art, expressing their feelings and responses. <li data-bbox="360 523 1447 555">*Sing in a group or on their own, increasingly matching the pitch and following the melody. <li data-bbox="360 563 842 595">*Develop storylines in their pretend play. <li data-bbox="360 603 1294 635">*Explore and engage in music making and dance, performing solo or in groups.
<p data-bbox="96 659 315 762"><u>EAD provision, activities, enhancements.</u></p>	<p data-bbox="360 659 1122 691">Weekly music lessons – beats, rhythms, glockenspiel, pitch, tone.</p> <p data-bbox="360 699 517 730">Creative area</p> <p data-bbox="360 738 539 770">Junk modelling</p> <p data-bbox="360 778 450 810">Painting</p> <p data-bbox="360 818 696 850">DT focus – Structures: Boats</p>