

Summer 1 - Where can time take you?

<p>Literacy & CL</p>	<p>Week 1 WB 25th April</p> <p>Key text: The Very Hungry Caterpillar</p>  <p>Writing skills/knowledge:</p> <p>Children will be able to label different pictures.</p> <p>Children will be able to write simple sentences about a picture.</p> <p>Children will be able to write tricky words: me, be, she, he, we</p> <p>Children will be able to check back their sentence to check it makes sense.</p>	<p>Week 2 WB 2nd May</p> <p>Key text: Toys</p>  <p>Writing skills/knowledge:</p> <p>Children will be able to label different pictures.</p> <p>Children will be able to write simple sentences about a picture.</p> <p>Children will be able to write tricky words: me, be, she, he, we</p> <p>Children will be able to check back their sentence to check it makes sense.</p>	<p>Week 3 WB 9th May</p> <p>Key text: Amelia Earhart</p>  <p>Writing skills/knowledge:</p> <p>Activity: Write a short journey description, writing as Amelia Earhart using First, Next and Then.</p> <p>Children will be able to write words that match their spoken sound. First, next, then</p> <p>Communication and Language</p>	<p>Week 2 WB 16th May</p> <p>Key text: Norman Castle</p>  <p>Writing skills/knowledge:</p> <p>Activity: Write about life in a castle, long ago</p> <p>Children will begin to write labels to describe a character.</p> <p>Children will begin break the flow of speech into words.</p> <p>Children will use their phonetical knowledge</p>	<p>Week 2 WB 25th May</p> <p>Key text: Stomp, Dinosaur, Stomp</p>  <p>Writing skills/knowledge:</p> <p>Activity 1: Children produce their own idea for a chosen Dinosaur description</p> <p>Children will be able to sequence the short rhyme</p> <p>Children will use their sounds to write words</p> <p>Children will write 2 simple sentences for</p>
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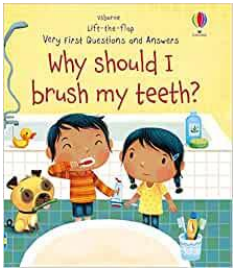
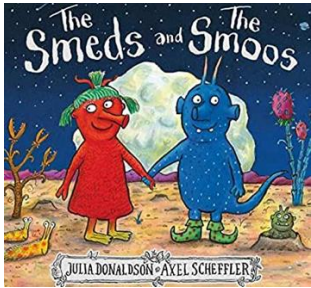
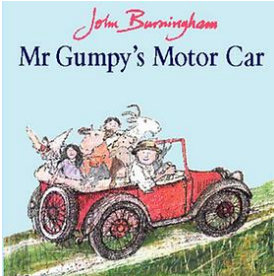

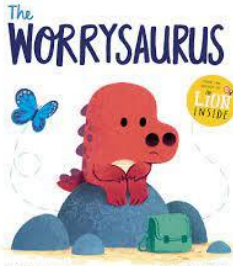
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	<p>Communication and language: Children will think about things that are important in day to day life</p> <p>Sequence the days of the week</p> <p>Children will be able to explain their ideas to a partner</p> <p>Reading Comprehension: Children will be able to talk about the different foods.</p> <p>Children will be able to recall the sequence as a list.</p> <p>Children will be able to ask and answer questions about the story.</p>	<p>Communication and language: Children will think about things that are important in day to day life</p> <p>Children will be able to explain their ideas to a partner</p> <p>Reading Comprehension: Children will be able to talk about the characters feelings.</p> <p>Children will be able to take the place of the character.</p> <p>Children will be able to ask and answer questions during hot seating.</p>	<p>Children will describe the journey verbally.</p> <p>Reading Comprehension Children will be able to answer questions about characters in a story</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p>	<p>to write describing sentence of vegetable</p> <p>Communication and Language Children will use adjectives to verbally describe a character from the story.</p> <p>Reading: Children can recognise rhyming strings within stories.</p>	<p>two characters pulling the vegetable</p> <p>Communication and Language Children will be able to verbally talk about their ideas.</p> <p>Children will be able to share facts they know about Dinosaurs</p> <p>Children will discuss the differences between fiction and non fiction</p>
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Phonics	<p>Daily Streamed Phonics Groups</p> <p>Mixed Green Words - Set 2 and 3</p> <p>Red Words - I some worse the come talk</p>	<p>Daily Streamed Phonics Groups</p> <p>Mixed Green Words - Set 2 and 3</p> <p>Red Words - you watch caught your who bought</p>	<p>Daily Streamed Phonics Groups</p> <p>Mixed Green Words - Set 2 and 3</p> <p>Red Words - said where thought through was here</p>	<p>Daily Streamed Phonics Groups</p> <p>Mixed Green Words - Set 2 and 3</p> <p>Red Words - are were walk of there they</p>	<p>Daily Streamed Phonics Groups</p> <p>Mixed Green Words - Set 2 and 3</p> <p>Red Words - to brother wear do other could</p> <p>ASSESSMENT WEEK</p>
Maths	<p>Power Maths: Counting on and counting back</p> <p>NCEMT: Week 21</p> <p>Topic: Sequencing</p>	<p>Power Maths: Counting on and counting back</p> <p>NCEMT: Week 22</p> <p>Topic: Size ordering Teddy bears</p>	<p>Power Maths: Numbers to 20</p> <p>NCEMT: Week 23</p> <p>Topic: Length and measure, airplane races</p>	<p>Power Maths: Numerical Patterns</p> <p>NCEMT: Week 24</p> <p>Topic: 3D shape - Junk models</p>	<p>Power Maths: Numerical Patterns</p> <p>NCEMT: Week 25</p> <p>Topic: Length and measure - Dinosaur size</p>
Science	<p><u>Animals (including humans)</u></p> <p>Understand the life cycle of a human</p> 	<p><u>Working Scientifically</u></p> <p>Explore and talk about different forces I can feel gravity, push and pull toys etc</p> <p><u>Materials</u></p> 			<p><u>Science Experiment</u></p> <p>Lava Flow Volcanos</p> <p><u>Animals (including humans)</u></p> <p>Identify which dinosaurs are meat or plant eaters</p>

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<p>PSED</p>	<p>Key text: Why should I brush my teeth?</p>  <p>Importance of Oral health</p> <p>Brushing teeth practical activity</p>	<p>Key text: The Smeds and the Smoos</p>  <p>A story of friendship and staying loyal to a friend, no matter what others say</p>	<p>Key text: Mr Grumpy's Motor Car</p>  <p>This classic picture book, by the popular author John Birmingham, is a story about sharing and helping others.</p>	<p>Key text: Big Feelings</p>  <p>Children to think about friendships, and the bumps they may face when being friends with someone</p>	<p>Key text: Worrysaurus</p>  <p>Follows the story of little Worrysaurus who goes on an adventure, but on his way, his head starts to worry about what might go wrong.</p>
<p>REJigsaw</p> <p>British Values</p>	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p>	<p>Jigsaw</p> <p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words <ul style="list-style-type: none"> • I can use Calm Me time to manage my feelings • I know how to be a good friend 			



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RE	<p>Daily Collective Worship</p> <p>Compassion The story of The Good Samaritan caring for others. (Luke 10:30-37)</p>	<p>Daily Collective Worship</p> <p>Being special Where do we belong? Thematic</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p>	<p>Daily Collective Worship</p> <p>Being special Where do we belong? Thematic</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p>	<p>Daily Collective Worship</p> <p>Being special Where do we belong? Thematic</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity</p>	<p>Daily Collective Worship</p>
<p>History/Geography</p> <p>Continuous <u>Events beyond living memory</u> Comment on images of familiar situations in the past</p>	<p><u>The lives of significant individuals in the past</u></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>Manmade and Natural Geography</u></p> <p>To know about the signs of spring and the associated weather.</p>	<p><u>Place knowledge</u></p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p>	<p>Continuous <u>Events beyond living memory</u></p> <p>Comment on images of familiar situations in the past</p>	<p><u>Manmade and Natural Geography</u></p> <p>To know that some things in the world are man-made, and some things are natural.</p> <p><u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past</p> <p>Mary Anning</p>

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Art/DT	<p><u>Caterpillar Print</u></p> 	<p><u>Form (3D work, clay, dough, boxes, paper sculpture)</u></p> <p>Favourite Toy creation</p> <p>Handling, feeling, enjoying and manipulating materials</p> <p>Shape and model</p>	<p><u>Toilet Roll Airplanes</u></p>  	<p><u>Junk model Castles</u></p>  <p>Focus: <u>Evaluate</u></p> <p>Describe what I like and dislike about my creation</p> <p>Adapt work where necessary</p>	<p><u>Dinosaur Silhouettes</u></p>  <p>Wash of watercolours and black dinosaur silhouettes using stencils.</p>
Music and songs	<p>Charanga</p> <p>'Tiny Caterpillar on a leaf'</p>	<p>Toys resource pack - Twinkl</p>	<p>I'm a Little Airplane Song for Kids Fun Songs for Children The Kiboomers - YouTube</p>	<p>There was a princess long ago. . .</p>	<p>10 Little Dinosaurs</p>
PD	<p><u>Gross Motor</u></p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day.</p>	<p><u>Gross Motor</u></p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day.</p>	<p><u>Gross Motor</u></p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day.</p>	<p><u>Dinosaur Stomp</u></p> <p>Dance / moving to music</p> <p>Koo Koo Kanga Roo - Dinosaur Stomp (Dance-A-Long) - YouTube</p>	<p><u>Dinosaur Stomp</u></p> <p>Dance / moving to music</p> <p>Koo Koo Kanga Roo - Dinosaur Stomp (Dance-A-Long) - YouTube</p>



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	<p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p><i>Fine Motor</i> Caterpillar necklace threading</p> 	<p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p><i>Fine Motor</i> Selection of small toys to manipulate</p>	<p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p><i>Fine Motor</i> Paper Airplane folding</p>	<p><i>Fine Motor</i> Happy architect building</p>	<p><i>Fine Motor</i> Dinosaur playdough activities</p>
<p>Calendar Themed days</p>		<p>Bank Holiday - 2nd May</p>			