

## Summer 2 - Can I make a difference?

Literacy & CL	Week 1 WB 6 <sup>th</sup> June	Week 2 WB 13 <sup>th</sup> June	Week 3 WB 20 <sup>th</sup> June	Week 4 WB 27 <sup>th</sup> June	Week 5 WB 4 <sup>th</sup> July	Week 6 WB 11 <sup>th</sup> July
	<p>Key text: Rainbow Fish</p>	<p>Key text: The big book of blue</p>	<p>Key text: Little Turtle</p>	<p>Key text: Plastic bottle</p>	<p>Key text: Snail and the Whale</p>	<p>Key text: Dear Teacher</p>
						
	<p>Writing skills/knowledge:</p>	<p>Writing skills/knowledge:</p>	<p>Writing skills/knowledge:</p>	<p>Writing skills/knowledge:</p>	<p>Writing skills/knowledge:</p>	<p>Writing skills/Knowledge:</p>
	<p>Children will be able to label different pictures.</p>	<p>Children will be able to label different pictures.</p>	<p>Activity: Children can write two descriptive sentences warning of the threat to the environment</p>	<p>Activity: design a poster to highlight the importance of recycling</p>	<p>Activity 1: Children produce their own idea for a chosen adventure description</p>	<p>Activity: Children write a letter to their new teacher</p>
	<p>Children will be able to write simple sentences about a picture.</p>	<p>Children will be able to write simple sentences about a picture.</p>	<p>Children will be able to write words that match their spoken sound.</p>	<p>Children will begin to write labels</p>	<p>Children will be able to sequence the short rhyme</p>	<p>Children will know what a letter is.</p>
	<p>Children will be able to write tricky words: me, be, she, he, we</p>	<p>Children will be able to write tricky words: me, be, she, he, we</p>	<p>Children will be able to write words that match their spoken sound.</p>	<p>Children will begin to break the flow of speech into words.</p>	<p>Children will use their sounds to write words</p>	<p>Children will give examples of when we write letters.</p>
	<p>Children will be able to check back their sentence to check it makes sense.</p>	<p>Children will be able to check back their sentence to check it makes sense.</p>	<p>First, next, then</p>	<p>Children will use their phonetical knowledge to write describing sentence of vegetable</p>	<p>Children will write 2 simple sentences for</p>	<p>Children will know that a letter starts with 'Dear' or 'To'</p>
			<p>Communication and Language</p>			<p>Children will know a letter ends with 'from'</p>



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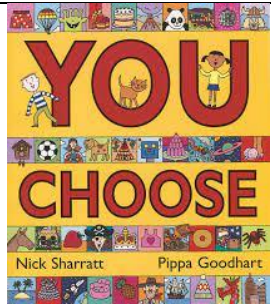
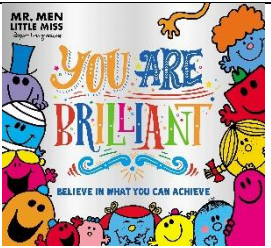
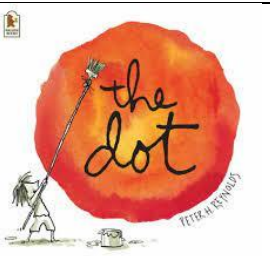
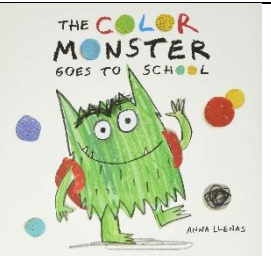
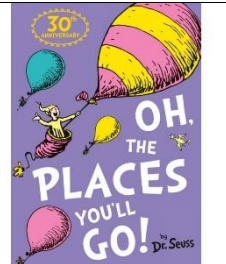
	<p><b>Communication and language:</b> Children will think about things that are important in day to day life</p> <p>Sequence the days of the week</p> <p>Children will be able to explain their ideas to a partner</p> <p><b>Reading Comprehension:</b></p> <p>Children will be able to talk about the different 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><b>Communication and language:</b> 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><b>Reading Comprehension:</b></p> <p>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><b>Reading Comprehension</b></p> <p>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><b>Communication and Language</b></p> <p>Children will use adjectives to verbally describe a character from the story.</p> <p><b>Reading:</b> Children can recognise rhyming strings within stories.</p>	<p>two characters pulling the vegetable</p> <p><b>Communication and Language</b></p> <p>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>	<p>Children will know how to write CVC words (LA)</p> <p>Children will know how to write simple sentences</p> <p>Children will use 'Dear' or 'To' to start their letter.</p> <p>Children will sign their letter off using 'from'</p> <p><b>Reading: Comprehension:</b> Children will predict what happens next. Children will talk about their own ideas Children will know who an Author and illustrator are. Children will relate the book to their own experiences</p>
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<b>Phonics</b>	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words	Daily Streamed Phonics Groups  Mixed Green Words - Set 2 and 3  Red Words  ASSESSMENT WEEK
<b>Maths</b>	Power Maths: Numerical patterns  NCEMT: Week 26  Topic: Sorting objects, encourage grouping in 2s	Power Maths: Numerical patterns  NCEMT: Week 27	Power Maths: Shape (Composing and decomposing shapes)  NCEMT: Week 28  Topic: Capacity and measure	Power Maths: Measure (Volume and capacity)  NCEMT: Week 29  Topic: Fieldwork Talley work	Power Maths: Sorting (Optional)  NCEMT: Week 30	Power Maths: Time (Optional)  NCEMT: Week 31  Topic: Sequencing
<b>Science</b>		<u>Everyday Materials</u>  Identify similarities and differences in relation to materials	<u>Everyday Materials</u>  Identify similarities and differences in relation to materials  Properties of materials, comparing and exploring	Develop understanding of the need to respect and care for the natural environment and all living things reducing, recycling, reusing,		
<b>PSED</b>	Key text: You Choose	Key text: You are Brilliant	Key text: The Book with No Pictures	Key text: The Dot	Key text: The Colour Monster goes to School	Key text: Oh The Places You Will Go



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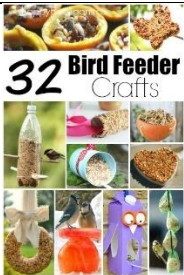


	 <p>Highlighting differences and celebrating we all like different things</p>	 <p>The importance of being you, celebrating differences and highlighting the change you can make</p>	<p>The Book With No Pictures</p> <p>B.J. Novak</p> <p>The importance of listening and not judging a book by its cover!</p>	 <p>Releasing the inner creativity in all of us</p>	 <p>Preparing for the changes ahead during move up mornings</p>	 <p>A book celebrating change and the importance of embracing new things</p>
<p>Jigsaw</p> <p>British Values</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> <p>Changing Me</p> <p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p>					
RE	Daily Collective Worship	Daily Collective Worship	Daily Collective Worship	Daily Collective Worship	Daily Collective Worship	Daily Collective Worship
		<p>What times, stories are special and why?</p> <p>Thematic</p>	<p>What times, stories are special and why?</p> <p>Thematic</p>	<p>What times, stories are special and why?</p> <p>Thematic</p>	<p>What times, stories are special and why?</p> <p>Thematic</p>	<p>What times, stories are special and why?</p> <p>Thematic</p>



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		<p>Talk about some religious stories</p> <ul style="list-style-type: none"> <li>• Recognise some religious words, e.g. about God</li> <li>• Identify some of their own feelings in the stories they hear</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a sacred text e.g. Bible, Torah</li> </ul>	<p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus;</p>	<p>what Jesus' story about the ten lepers teaches about saying 'thank you'</p>	<p>and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p>
<p>History/ Geography</p> <p><u>Continuous Events beyond living memory</u> Comment on images of familiar situations in the past</p>		<p><u>Manmade and Natural Geography</u></p> <p>To know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons</p>	<p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past - Little People, Big dreams collection Child interest</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</p>	<p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past - Little People, Big dreams collection Child interest</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Describe my local beach environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>
<p>Art/DT</p>	<p><u>Rainbow fish</u></p>	<p><u>Artist Study</u></p> <p>Local Artist</p> <p><u>Ocean creations</u></p>		<p><u>Bottle Bird Feeders</u></p>	<p><u>Cooking and Nutrition</u></p> <p>Weigh using non-statutory measures e.g. spoons/cups.</p>	<p><u>Artist Study</u></p> <p>Local Artist Tony Plant</p>

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		Use recycled materials to create an ocean creature 			Begin to use some techniques e.g. mix, spread, knead	
Music and songs Charanga	<p style="text-align: center;"><u>Summer - Unit 2</u> Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p>					
PD	<p>Gross Motor</p> <p>Balanceability</p> <p>Fine Motor</p> 	<p>Gross Motor</p> <p>Balanceability</p> <p>Fine Motor</p> 	<p>Gross Motor</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Fine Motor</p>	<p>Gross Motor</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Fine Motor</p>	<p>Gross Motor</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Fine Motor</p>	<p>Gross Motor</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Fine Motor</p>



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Calendar			Dairyland		Sports Day	
Themed days			Tuesday 21 <sup>st</sup> July		Monday 4 <sup>th</sup> July	