

SUMMER 1: Growing and changing & Mythical, Mystical and Magical Merriment

PRIME AREAS

Communication & language

(*Listening, attention & understanding * Speaking)

Fact knowledge about the topic

To be able to understand a question such as who, what, where, when, why and how.

To be able to have conversations with adults and peers with back-and-forth exchanges.

To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To be able talk in sentences using a range of tenses.

Listening to stories/non-fiction books/rhymes/poems and songs with interest

Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.

Develop new knowledge through listening to these books.

Hold conversations with peers and teachers back and forth.

Explain why things happen.

Describe some events with detail.

Use recently introduced vocabulary in discussions.

Explain why things happen.

Personal, social & emotional Development

(*Self regulation *Managing Self *Building Relationships)

To continue to be able to control their emotions using a range of techniques.

To continue to follow instructions of three steps or more.

To continue to manage own basic needs independently.

To continue to dress independently.

To continue to be able to show a 'can do' attitude

To continue developing their understanding of the importance of healthy food choices.

To continue to work as a group.

To continue to be able to have confidence to communicate with adults around the school.

To continue developing their sense of responsibility and membership of a community.

To confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding.

To continue developing ability to show an understanding of their own feelings and those of others & continue developing ability to regulate their behaviour accordingly

To continue to develop appropriate ways of being assertive and solve conflicts.

Continue to think about the perspective of others

Develop cooperation and respectful relationships. Develop ability to learn new rules and play as part of a team.

Physical development

(*Gross motor* Fine motor)

Get Set for PE –Games and ball skills

Work safely and develop running and stopping.

Develop throwing and learn how to keep score.

Play games showing an understanding of the different roles within it.

Follow instructions and move safely when playing tagging games.

Work co-operatively and learn to take turns.

Work with others to play team games.

Develop rolling a ball to a target and stopping a rolling ball.

Develop accuracy when throwing to a target.

To develop bouncing and catching a ball.

Learn about Forest School activities and develop new gross and fine motor skills

Ready Steady Write

Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops

Capital Letters for names

Uses one-handed tools and equipment

Continue developing pencil grip with target of tripod grip

Develop ability to use a range of tools including scissors, paint brushes etc

Continue developing care and accuracy when drawing and colouring

Form the letters of my full name correctly.

Record small, neat and consistently sized letters and orientate all letters as Sky, grass or ground

Key texts: Books in the genre of growing and changing and mythical creatures.

SPECIFIC AREAS

Literacy

(*Comprehension,*Word Reading *Writing)

Ready Steady Write

*Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previously taught HRSW and teach new HRSW *

Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. *Re-read what they have written to check that it makes sense Write: Combining words to make labels,

captions, lists, phrases and short sentences. *Joining words using and, joining words and clauses using connectives (e.g. but, because, and). *Learn new vocabulary from texts

*Recognise four parts of a simple narrative - opening, build up, problem and ending

*Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. *Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then.

*Sequence sentences to form short written narratives.

Essential Letters and Sounds

Retell a story using vocabulary influenced by their book.

Able to answer questions about what they have read.

Read longer sentences containing phase 4 words and tricky words.

Read books matching their phonics ability.

Write words which are spelt phonetically.

Write simple phrases and sentences using recognisable letter and sounds.

Write some castle facts

Mathematics

(*Number *Numerical Patterns)

Build numbers beyond 20

Continue patterns beyond 10

Build numbers beyond 10

Continue patterns beyond 10 (14-20)

Verbal counting beyond 20

Verbal counting patterns

Add more

How many did I add?

Take away

How many did I take away?

Select shapes for a purpose

Rotate shapes

Manipulate shapes

Explain shape arrangements

Compose shapes

Decompose shapes

Copy 2-D shape pictures

Find 2-D shapes within 3D

shapes

Understanding the world

(*Past & Present,*People, Culture & Communities

*The Natural World)

To know about the past through settings, characters.

To know about the past through settings, characters and events.

To know that people in other countries may speak different languages. To know that simple symbols are used to identify features on a map.

Make observations about plants discussing similarities and differences.

Know some important processes and changes in the natural world including states of matter.

Discuss the seasonal changes

Learn about what life cycle is

Observe the life cycle happening in our class and discuss their observations

Discuss how to make our outside space butterfly-friendly

Plant some beans

Learn about what a coat of arms was

Discuss, then label the parts of a castle

Become a Wizard/Witch and carry out the "Bubbling Magic Potion" experiment

Experiment- Can children camouflage a toy against something of the same colour in the environment?

Learn about the Smaug giganteus (giant girdled lizard)- where it can be located etc

Using Google Earth find some facts about Warwick castle. Have the chd visited a castle? Do you know any facts about castles? Compare different castles and look for similarities and differences? E.g Compare Warwick Castle and Bodiam Castle

Think about if Dragon had reached the Sun yet unable to breathe fire onto it to relight it. How could he have relit the Sun?

Become a scientist and help find some waterproof materials

Expressive arts & Design

(*Creating with materials *Being imaginative & Expressive)

Explore and use a variety of artistic effects to express their ideas and feelings.

To share creations, talk about process and evaluate their work.

Play an instrument following a musical pattern.

Invent their own narratives, stories and poems.

Create a small world for 'The Very Hungry Caterpillar' for children to act out story.

Free painting-create a butterfly

Collage-create a repeating pattern caterpillar

Learn the fuzzy caterpillar and the butterfly song

Sing new songs around the topic- Brave Knight/The King in the Castle/ Who will fight the dragon/The castle on the hill

Design a dragon and create—draw and colour/paint/model (play dough/ Lego/

Stickle Bricks etc)

Split pin flying dragon

Free painting-favourite character

Create a wizard/witch hat and magic wand

Watch the "I'm a wiz, wiz, wiz, wiz Wizard" song with lyrics. Think of some actions to go with the lyrics.

Listen to some medieval music

<https://www.youtube.com/watch?v=VnwD8zsG12Y>

Create a castle with some recycling items-Look at the "Mythical, Mystical and Magical Merriment"

Create a Queen/Princess or King/Prince crown

Construct a split pin knight

Design and make a knights shield/helmet