

SUMMER 2: Dinosaurs, Animals Around the World & the Seaside

PRIME AREAS

Communication & language

Fact knowledge about the topic

Listening, attention and understanding

- *Listening to daily stories/poems/rhymes
- *Discuss and make comments about what they have heard
- *Ask questions to clarify their understanding
- *Hold conversations with adults and class mates

Speaking

- *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary from the topic stories
- *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, social & emotional Development

Transition
Changes and the emotions it might make us feel
Being brave
Memories and highlights

Self-Regulation

- *Show 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

- *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
- *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- *Work and play cooperatively and take turns with others
- *Form positive attachments to adults and friendships with peers
- *Show sensitivity to their own and to others' needs.

Physical development

Get Set for PE—Ball skills & Forest School

Develop kicking and dribbling a ball with your feet.
Develop rolling and tracking a ball.
Develop dribbling with hands.
Develop throwing and catching with a partner.
To develop kicking a ball to a target.

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, she Full Stops Capital Letters for names

Gross motor

- *Negotiate space and obstacles safely, with consideration for themselves and others
- *Demonstrate strength, balance and coordination when playing
- *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine motor

- *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- *Use a range of small tools, including scissors, paintbrushes and cutlery
- *Begin to show accuracy and care when forming letters, drawing, colouring

Key texts: Books in the genre of dinosaurs, animals from around the world and the seaside.

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, Suddenly and Late that night. *Sequence sentences to form short written narratives.

Essential Letters and Sounds

Comprehension

*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
*Anticipate (where appropriate) key events in stories
*Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word reading

*Say a sound for each letter in the alphabet and at least 10 digraphs

*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.

Writing

*Write recognisable letters, most of which are correctly formed
*Spell words by identifying sounds in them and representing the sounds with a letter or letters
*Write simple phrases and sentences that can be read by others.

Mathematics

(*Number *Numerical Patterns)

Explore sharing

Sharing

Explore grouping

Grouping

Even and odd sharing

Play with and build objects

Identify units of repeating patterns

Create own pattern rules

Explore own pattern rules

Replicate and build scenes and constructions

Visualise from different positions

Describe positions

Give instructions to build

Explore mapping

Represent maps with models

Create own maps from familiar places

Create own maps and plans from story

situations

Deepen understanding

Patterns and relationships

Understanding the world

(*Past & Present,*People, Culture & Communities *The Natural World)

*How has Earth has changed –Super continent Pangea *How do we know what we know about dinosaurs? *Understand extinction *Make an erupting volcano *What type of animals were dinosaurs? *Differences between the meat eating and plant eating dinosaurs
To understand different habitats of animals living in hot countries, cold countries and the oceans (Africa and Antarctica)*To name and discuss the continents*To discuss similarities and differences *To compare these countries to the UK, to locate these on the globe and world map *Look at different patterns of the animals & understand why they have these patterns
*Seaside holidays past and present– sort for past, present or both-Magic Grandad-The Beach *Journeys to the seaside *Suitable seaside clothes *What are rock pools and what creatures will be find in them? *What seaside sounds and smells might we experience?

Past & Present

*Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture & Communities

*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. *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.

The Natural World

*Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts & Design

(*Creating with materials *Being imaginative & Expressive)

*Dinosaur songs *Create a dinosaur-play dough*Paint their favourite dinosaur
*Tuff tray-make a dinosaur habitat
*Animals of Africa drawing-pastels-in the style of Gillie & Marc Schattner*Splitte pin crocodile *Explore African instruments *Listen to traditional African music *Listen to the Carnival of the animals *Tuff tray Safari e.g sand, grass, soil *Draw an animal from a polar region *Fingerprint penguin art *Snow dough
*Learn and perform “Oh I do like to be beside the seaside” *Listen to Camille Saint-Saëns - Aquarium *Ice cream play dough *Shell rubbings *sea animals printing

Creating with materials

*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories

Being imaginative & expressive

*Invent, adapt and recount narratives and stories with peers and their teacher.
*Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.