

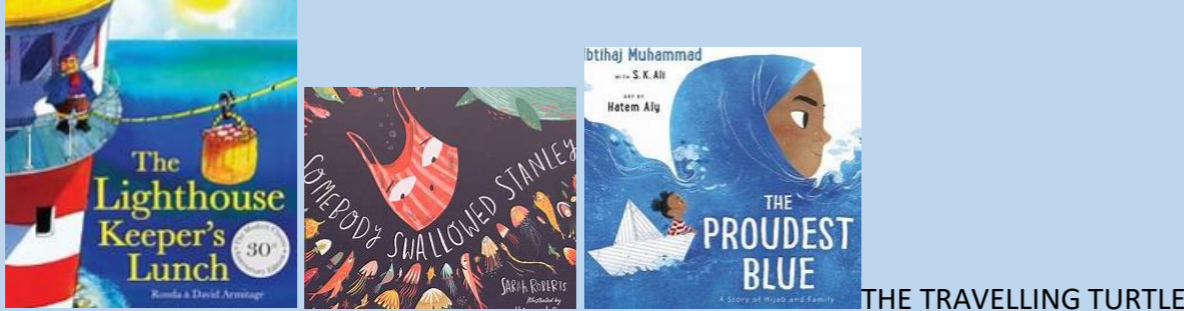




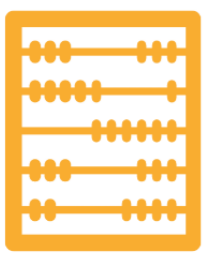
Summer 2



Possible Themes & Interests (based on interests the children have had in past years)	SUMMER/HOT PLACES 	SEASIDE/MERMAIDS/PIRATES 	
Summer 2 Literacy Texts			

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year
<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Communication and Language</p>  </div> </div>	<p>Listening: Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p>Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p>Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. Please could I have the orange stripey fish?</p> <p>Understanding: Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. "It lives in the sea and has big sharp teeth."</p> <p>Speaking: Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences. Use new vocabulary in different contexts.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>

	<p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p>	
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p>Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p>Self-awareness: See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p>Independence: Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Collaboration: Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.</p> <p>Social skills: Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>Continue to develop communication skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Super sorter rules reinforced</p>
<p>Physical Development</p> 	<p><u>Fine Motor</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Continue to 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 spoon.</p> <p><i>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</i></p> <p><u>Gross motor</u> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>REAL PE FOCUS Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>
<p>Specific Areas</p>		
<p>Literacy</p>	<p>COMPREHENSION Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>	

	<p>WORD READING Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.</p>		<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>														
	<p>WRITING Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>																
<p>Mathematics</p> 	<table border="1"> <tr> <td data-bbox="371 911 1006 1100"> Consolidation of key skills – Subitising Counting Composition Sorting and Matching Comparing and Ordering </td> <td data-bbox="1006 911 2077 1100"> Subitising – regular opportunities to instantly recognise small quantities. Counting – Practice and consolidate counting on and back within 10. Composition – all quantities are composed of smaller quantities. Sorting & Matching – Notice similarities and differences. Comparing & Ordering – Compare and order quantities ad measures. </td> </tr> <tr> <td data-bbox="371 1100 1006 1184"> Adding More </td> <td data-bbox="1006 1100 2077 1184"> Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts. </td> </tr> <tr> <td data-bbox="371 1184 1006 1310"> Taking Away </td> <td data-bbox="1006 1184 2077 1310"> Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts. Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left. </td> </tr> <tr> <td data-bbox="371 1310 1006 1436"> Shape </td> <td data-bbox="1006 1310 2077 1436"> Shapes can be combined and separated to make new shapes. Encourage children to explore combining a set of given shapes in different ways. </td> </tr> <tr> <td data-bbox="371 1520 1006 1604"> Doubling </td> <td data-bbox="1006 1520 2077 1604"> Double means ‘Twice as many’. Build doubles using real life objects & maths equipment. Provide examples of doubles and non-doubles. </td> </tr> <tr> <td data-bbox="371 1604 1006 1688"> Sharing and Grouping </td> <td data-bbox="1006 1604 2077 1688"> Equal opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group. </td> </tr> <tr> <td data-bbox="371 1688 1006 1772"> Even and Odd </td> <td data-bbox="1006 1688 2077 1772"> Some quantities will share equally into 2 groups, and some won’t. They may also notice that some quantities can be grouped into pairs, and some will have one left over. </td> </tr> </table>		Consolidation of key skills – Subitising Counting Composition Sorting and Matching Comparing and Ordering	Subitising – regular opportunities to instantly recognise small quantities. Counting – Practice and consolidate counting on and back within 10. Composition – all quantities are composed of smaller quantities. Sorting & Matching – Notice similarities and differences. Comparing & Ordering – Compare and order quantities ad measures.	Adding More	Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.	Taking Away	Use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can be used to create maths stories in meaningful contexts. Ask the children to count all items at the start, take away the required amount practically and then subitise or recount to see how many are left.	Shape	Shapes can be combined and separated to make new shapes. Encourage children to explore combining a set of given shapes in different ways.	Doubling	Double means ‘Twice as many’. Build doubles using real life objects & maths equipment. Provide examples of doubles and non-doubles.	Sharing and Grouping	Equal opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group.	Even and Odd	Some quantities will share equally into 2 groups, and some won’t. They may also notice that some quantities can be grouped into pairs, and some will have one left over.	
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<p>Understanding the World</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories. Recount educational visit. Enquiry:</p>		<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>														

	<p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p>Respect: Animals and know how to care for our environment, looking at recycling.</p> <p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps).</p>	
<p>Expressive Arts and Design</p> 	<p>Marking Making/Drawing: Skill: produce more detailed work and say what they have included.</p> <p>Colour: Skill: to be able to choose a particular colour for a purpose.</p> <p>Painting: Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p> <p>Printing: Skill: to be able to create using own ideas and explain the choices.</p> <p>Textiles/materials: Clay work, creating Lighthouses using clay to model.</p> <p>3D Work: DT WITH MRS HAIGH</p> <p>Cutting Skills: Cutting skill: use scissors for a particular purpose when combining different media and materials.</p> <p>Being Imaginative: Invent, adapt, and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people, and objects. Uses combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing, and mapping</p>	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>