

Summer 1

Topic	<i>Living Things Awesome Animals</i>
Key Texts	Tadpoles Promise by Jeanne Willis, Non-fiction books about frogs, Dear Zoo by Rod Campbell, The Three Little Pigs Twinkl version
Trips/Visits/Visitors/Experiences	Observe the lifecycle of a frog, Safari Stu visit
Writing	<ul style="list-style-type: none"> • Form upper case and lower-case letters correctly when writing descriptive sentences about frogs • Spell CCVCC, CVCC, CVCCC words by identifying the sounds and then writing the sound with letters • Write short sentences with words with known letter-sound correspondences using capital letters and full stops when writing the key parts of the story 'The Three Little Pigs' • Re-read what they have written to check that it makes sense
Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them during Sounds Write sessions and when reading individual school reading books • Read some 'tricky words' matched to our Sounds Write phonics programme • Read simple phrases and sentences made up of words with known letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them • Re-read books to build up their confidence in word-reading, their fluency, their understanding and enjoyment • Early Learning Goal: Demonstrate understanding of what has been read to them, by retelling the stories 'Dear Zoo' and 'The Three Little Pigs' using their own words and recently introduced vocabulary • Early Learning Goal: Anticipate (where appropriate) key events in stories • Early Learning Goal: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
Phonics	<ul style="list-style-type: none"> • Sounds Write Programme- Unit 10 and 11.
Communication & Language	<ul style="list-style-type: none"> • Understand how to listen and why listening is important • Use new vocabulary in different contexts • Engage in whole class story times by answering questions about the characters, illustrations and plot • Listen to and talk about selected non-fiction about frogs to develop a deep familiarity with new knowledge and vocabulary • Ask questions to find out more when learning about different animals • Use newly taught vocabulary focused on the lifecycle of a frog and addition and subtraction • Learn and recite a variety of well-known songs, as well as some that are newly taught • Connect ideas together using a range of connectives; and, because, then etc. • Retell the stories of 'Dear Zoo' and 'The Three Little Pigs' some as exact repetition and some in their own words • Early Learning Goal: Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses when sharing their Easter holiday news

<p style="text-align: center;">Maths</p>	<ul style="list-style-type: none"> • Link the number symbol with its matching value • Compare numbers • Understand the 'one more than/one less than/equal to' relationship between consecutive numbers • Counting beyond 10 when adding two numbers together • Count objects using one-to one correspondence when taking away • Select, rotate and manipulate shapes in order to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it • Early Learning Goal: Subitise up to 6. (Quickly recognise amounts up to 6 without needing to count them) • Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number • Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system • Early Learning Goal: Automatically recall number bonds to 5 (without aid) and some number bonds 10, including double facts • Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Revise and refine their fundamental movement skills; running, jumping and skipping • Further develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. scissors, cutlery and pencils • Further develop the foundations of a handwriting style which is fast, accurate and efficient • Develop their overall body strength, co-ordination and agility to enable them to effectively take part in weekly athletics sessions • Confidently and safely use a range of small apparatus indoors and outdoors during P.E • Early Learning Goal: Move energetically such as running, jumping and skipping when taking part in outdoor races • Early Learning Goal: Demonstrate strength, balance and coordination when playing • Early Learning Goal: Negotiate space and obstacle safely with consideration for themselves and others
<p style="text-align: center;">Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual when voicing their Easter holiday news and feeling heard by their peers • Maintain constructive and respectful relationships with adults and other children-Follow rules, work with a partner or part of a larger group, show kindness and help others • Manage their own needs- Continue to develop their independence when dressing for P.E and organising themselves when arriving to school and getting ready to go home • Show resilience and perseverance when performing a song to a group • Moderate their own feelings socially when playing large group games • Early Learning Goal: Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • Early Learning Goal: Explain the reasons for rules, know right from wrong and try to behave accordingly • Early Learning Goal: Form positive attachments to adults and friendships with peers • Early Learning Goal: Show sensitivity to their own and others needs • Early Learning Goal: 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
<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family when sharing their Easter holiday news • Describe what they see, hear and feel outside daily, when completing the class calendar and weather • Plant and care for flowers and vegetables during weekly 'Gardening Club' • Recognise some environments which are different to the one in which they live when exploring animals from different places • Draw information from a simple map

	<ul style="list-style-type: none"> • Early Learning Goal: Explore the natural world around them, making observations and drawing pictures of animals and plants- Observe tadpoles and find out about the life cycle of a frog, as well as other living things such a plants and trees
<p>Expressive Arts & Design</p>	<ul style="list-style-type: none"> • Develop storylines in their pretend play when inside the ‘vets’ and ‘safari’ role play areas • Sing in a group when learning the words and performing a new ‘tadpole’ song • Listen attentively, move to and talk about music during weekly Charanga sessions • Explore, use and refine a variety of artistic effects; observational drawings of animals, joining materials when making a yoghurt pot frog, a pig snout and printing with our hands • Create collaboratively, sharing ideas, resources and skills when building a new house for The Three Little Pigs • Early Learning Goal: Perform songs, rhymes, poems and stories with others