

Summer 2

Topic	<i>Magnificent Minibeasts</i> <i>Scorching Summer</i>
Key Texts	The very hungry caterpillar by Eric Carle The butterfly dance – Suzanne Barton Mega Minibeasts – Nina Fliipek Non-fiction books on Summer Splash Anna Hibiscus by Atinuke Sharing a shell – Julia Donaldson and Lydia Monks Lucy and Tom at the seaside – By Shirley Hughes
Trips/Visits/Visitors/Experiences	Farm visiting school Parents 'Stay & Play'
Writing	<ul style="list-style-type: none"> • Develop manipulation and control, and explore different materials and tools – playdough, cutting, drawing, pouring water, pushing toy cars • Enjoy drawing freely • Write some or all of their name • Begin to give some meaning to their marks • Write some letters accurately • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for Mummy
Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of the different parts of a book • Print can have different purposes • Page sequences • In English text we read from left to right and from top to bottom <p>Develop their phonological awareness so they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes in books • Count or clap syllables in a word • Recognise words with the same initial sound • Engage in extended conversations about stories
Phonics	<ul style="list-style-type: none"> • Initial sound games and activities
Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Be able to talk about familiar books and tell a long story • Show understanding of an instruction with two parts such as 'Get your coat and line up' • Sing a large repertoire of songs such as Nursery Rhymes, counting songs and other school songs • Be able to express themselves and debate using words as well as actions • Be able to start a conversation with an adult or friend and let it continue • Use talk to organise themselves and their play • Begin to use a wider range of vocabulary focused on mini-beasts and summer • Use longer sentences of four to six words • Talk about changes in their life and how they feel about them- Linking this to moving to Reception • Talk about what they see using a wide range of vocabulary

<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers • Show 'finger numbers' up to 5 • Fast recognition of up to 5 objects, without having to count them (subitise) • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: 'more than', 'fewer than' • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' when reading stories • Understand position through words alone - for example, "The bag is under the table" - with no pointing – Describe where objects are in the classroom and in stories • Describe a familiar route when walking around the classroom and playground. • Talk about and identify the patterns around them while looking at mini-beasts skin, wing patterns • Extend and create ABAB patterns • Notice and correct an error in a repeating pattern • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc.
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs e.g. pouring drinks, using the toilet and washing their hands • Begin to use one handed tools such as scissors • Begin to use a comfortable grip with good control when holding pens and pencils • Continue to develop their movement and balance skills through weekly swimming sessions • Develop water confidence during weekly swimming sessions • Use large-muscle movements to play, paint and make marks • Develop independence when dressing and undressing • Use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing skills to tasks and activities in class • Continue to eat independently and use a knife and fork • Develop their balance and riding skills • Go up steps and climb large apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game • Collaborate with others to manage large items when using our outdoor construction site • Start taking part in group activities which they make up for themselves or in teams • Begin to show preference of a dominant hand when using tools • Use child safe knives to chop fruit safely
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Show more confidence in new social situations • Help to find solutions to conflicts and rivalries • Talk with other to solve conflicts

	<ul style="list-style-type: none"> • Select and use activities and resources with help when needed • To increasingly follow rules and understand why they are important • Do not always need an adult to remind them of a rule • Talk about their feelings using words such as happy, sad, angry or worried • Play with one or more children, extending and elaborating play ideas • Develop their sense of responsibility and membership of a community when taking part in Sports Day • Become more outgoing with unfamiliar people, in the safe context of their setting • Begin to understand how others might be feeling in stories such as 'Butterfly Dance' • Develop appropriate ways of being assertive • Show and awareness of how to stay safe in the sun • Talk about change-moving to Reception and changing teachers
<p>Understanding of the world</p>	<ul style="list-style-type: none"> • Know how to stay safe on the internet and know who to talk to if something worries them • Interact with age-appropriate software when playing on Purple Mash/Minimash • Plant, care for and harvest fruit and vegetables in our Forest School Area veg patch • Talk about what they see, using a wide vocabulary • Begin to understand the need to respect and care for the natural environment and all living things (caring for farm animals during visit) • Explore collections of materials with similar and/or different properties based on the season of 'Summer' • Know there are different countries in the world and talk about the differences they have experienced or seen in photos- <i>Have you been on holiday? Are you going on holiday?</i>
<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> • Take part in pretend play whilst in the role play areas- House and shop • Draw with increasing complexity and detail when drawing a range of mini-beasts • Explore colour and colour mixing to paint a butterfly • Explore different materials freely, in order to develop their ideas about how to use them and what to make- Making a mini-beast model using clay and junk modelling • Develop their own idea and then decide which materials to use to express them • Sing the pitch of a tone sung by another person ('pitch match') • Remember and sing entire songs • Play instruments with increasing control during Music sessions • Create their own songs, or improvise a song around one they know during Music sessions