

Planning Summer Term 2022

Early Years Foundation Stage

Theme: On Land and Sea

Areas of Learning	In Reception we are likely to...
<p>Personal, Social and Emotional Dev See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>Manage their own needs: personal hygiene</p> <p>Know and talk about the different factors that support their overall health and well-being:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Tooth brushing • Sensible amounts of 'screen time' • Having a good sleep routing • Being a safe pedestrian 	<p>We will work alongside the Year 1 PSHE curriculum</p> <p>Continuing to Learn about ourselves and others:</p> <p><i>What makes us unique</i></p> <ul style="list-style-type: none"> • On-going talking about what we like and dislike • Further opportunities to discuss how we feel and why we feel like that and what we can do about this. • What we like to do, and things we don't particularly like linked to new activities • What we think we are good at • What we think we are not so sure about/ challenging ourselves to improve <p>We will be continuing to practice:</p> <ul style="list-style-type: none"> • Playing with our friends • Learning to say sorry if we have made anyone sad or cross, and trying to understand what we could have done so this wouldn't happen. • Understanding that we are different • Being brave – talking in a group/ trying something new/ explaining to a friend or adult if we need something. • Talking about ourselves and listening to others • Remembering please and thank you. • Working on our own/ with a friend/ in a small group <p>Commando Joe:</p> <p>We will continue to use our missions to be challenged to work together in teams.</p> <p>We will continue to use the missions to articulate our ideas and thoughts</p> <p>We will continue to use the missions to listen to the ideas of others and try them out too</p> <p>We continue to be use the missions to experience different feels and learn how to understand and control them.</p>

	<p>On Land and Sea:</p> <p>We will be able to work in partnership with others on tasks linked with castles, exploration of materials and learning about our environment.</p> <p>We will be able to share our own opinions and listen to those of our friends as we explore questions about caring for our world as well as building and creating maps/ castles – considering resources needed and processes undertaken</p> <p>We can share our feelings as to how we worked together and what could be improved.</p>
<p>Early Learning Goals: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> • 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 <p>Manage self</p> <p>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.</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships</p> <ul style="list-style-type: none"> • 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. 	
<p>Communication and Lang</p> <p>Listening and attention</p> <p>Understand how to listen, carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well- formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Generally in school we will:</p> <ul style="list-style-type: none"> • Show understanding of the importance of listening • Continue to listen to stories/ poems/ songs and join in discussions about what they hear; Give their opinions • Listen to our friends' ideas and thoughts during our talking times and link comments to the things said. • Continue to understand and practise the need to wait our turn in conversation. • Continue to have experience of listening to different types of genre: stories/ poems and rhymes/ information texts • Having fun making changes to familiar stories or rhymes/ creating our own poems • Have the opportunity to talk about stories/ events and whether we like them/ find them interesting and why • Further develop our concentration skills during activities we are asked to undertake/ making good choices within the room and developing our own ideas. • Being challenged to keep going on tricky task • Linking with KS1 through Science/ music / PE and RE <p>Commando Joe:</p> <p>We will use our missions to have the opportunity to give our ideas and listen to those of our team mates.</p>

<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, Paying attention to how they sound.</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>We will continue to learn to follow the instructions given, so we understand the missions and what it expected of us. We will gain experience of answering how and why questions to develop our approach to a mission.</p> <p>Learning through ‘On Land and Sea’: Continue to talk about and discuss aspects of our world and how we need to take care of it Ask questions about things that puzzle us about our world Make links with previous learning, i.e. Seasons/ Hot and cold countries Continue to use specific vocabulary linked to describing different aspects of weather/ seasons – Spring and Summer and historical events – using past and present language appropriately. Possible Role play to develop our language skills may include Commando Joe Missions: Castles and castle life/ Kings and queens/ Explorers/ Garden centre/ shop – giving opportunities to tell stories/ information about what they have been doing/ seeing/ creating. Sharing our journals together and the things we enjoy</p> <p>Examples of Books which may be used: Information books about different aspects of our world - environmental and recycling/ Kings and queens/ Castles and castle life/ explorers/ materials Traditional tales: The Three Little Pigs/ Other story books such as: Snail and the Whale/ Storm Whale/ George and the dragon/ A Load of Rubbish</p>
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Early Learning Goals
Listening and Attention:

- ***Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.***
- ***Make comments about what they have heard and ask questions to clarify their understanding.***

- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- **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**

Physical Development

Revise and refine the fundamental movement skills they have already acquired:

- Rolling
- Crawling
- Walking
- Jumping
- Running
- Hopping
- Skipping
- Climbing

Progress towards a more fluent style of moving, with developing control and grace.

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 and swimming.

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 spoons. Use their core muscle strength to achieve a good posture when sitting at

We will work alongside the Year 1 curriculum in both PE and swimming

Joining with KS1 to participate in specific PE learning: Cricket/ Multi-skills/ Athletics

Ball skills/ Athletics/ Swimming

Participation in competitive sport/ how to win and lose

Learn new skills linked with agility, balance and coordination

Continue to further develop and use the skills they have already been learning

Understand about keeping themselves and those around them safe as they learn these new skills

Generally through the school day we will be:

Encouraging the children to identify risks/ and manage these risks while using the outdoor area/ the climbing frame and trim trail/ the field/ within the classroom too.

Continue to build strength and coordination through outdoor play – tyres/ logs as well as the climbing frame and trim trail.

Continue to develop understanding of the importance of self-care: handwashing/ coughs and sneezes protocols linked with COVID as appropriate

Use lunchtimes to develop their use of knife, fork and spoon

Handwriting:

They will be given many opportunities to practice and develop the use of fine motor skills needed within writing/ painting / chalking / cutting and sticking.

They will be challenged to develop control in their letter formation and number formation as well as learning about finger spaces and sitting writing appropriately on the lines.

We will learn about the different families of graphemes to aid our handwriting development.

Commando Joe Missions:

These will continue to challenge them to keep themselves and their classmates safe through making good decisions

They will develop their gross motor skills as they move and transport objects while undertaking missions.

They will continue to develop their fine motor skills as appropriate.

a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully:

- Lining up and queuing
- Mealtimes

On Land and Sea:

We will be using our fine motor skills as we draw and write in activities such as maps/ castles/ posters to promote care of our world and many more.

We will consider how we are to be healthy; making healthy choices in the food and drinks we choose.

We will continue to understand the importance of keeping ourselves safe and others as we use larger objects to create with e.g. crates/ tyres/ wood

Early learning goals;
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 drawing.***

<p>Literacy Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/ s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full-stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Generally we will:</p> <p>Continue to share a variety of books together Talk about: author's / illustrations/ Cover/ Text (formation)/ Text Talk about what we think about the characters and the decisions that they make Talk about the exciting words that are used/ consider different words that could also be used Have opportunities to link with a range of stories/ poems/ information texts. Discuss differences in how letters might look in print Have opportunities to read own work back.</p> <p>We will have opportunities to write words and sentences using our phonemes/ diagraphs/ tricky words which we know. We will build our repertoire of sight words</p> <p>Help our writing development by building up the strength in our upper body: crawling/ climbing/ aiming and shooting balls/ throwing/ new climbing frame and trim trail. will have opportunities to practice our fine motor moves and be encouraged to hold tools correctly – pencils/ brushes/ scissors</p> <p>Continue to develop a brave attitude to having a go with their sound use in both reading and writing. We will be given the opportunity to practice our writing skills through activities such as: Labelling (maps/pictures) Captions linked to creating stories. Instructions/ rules for keeping safe/ writing information.</p> <p>We will develop our knowledge of the alphabet and link capital letters to the lowercase.</p> <p>Specific work linked to 'On Land and Sea' Creating descriptions of ... journeys that we have made – linked with explorer/ Labelling parts of plants and animals/ adding captions and labels to maps and castles. Creating stories too. We will learn about Information books and the questions that they may answer, and be given opportunities to creating specific information books/ atlas or map books. We will use the story of The Three Little Pigs as we learn about materials</p>	<p>Phonics:</p> <p>In our RWI groups we will: Set 2 –learning of these sounds/ practice segmenting and blending using these sounds Set 3 (as appropriate to groups) – progress to learn sounds and develop how we use them in both writing and reading. We continue to developing writing structure – understanding of sentence structure. We will be given opportunities to create simple sentences and practise reading them back.</p> <p>Looking at and practicing how letters are formed - still using large motor arm movements alongside finer/ smaller moves. Use of lines to write words on/ spacing of words.</p> <p>Use the ' Humpty Dumpty' list of words in our learning and sight word development</p> <p>Links with home: Reading record/ continue phoneme practice – as individually appropriate</p> <p>Opportunities to talk about the books they are reading; developing their comprehension.</p>
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We will have opportunities to create posters to promote care of our world.

Early Learning goal:
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

Count objects, actions and sounds.

Subitise

Link the number symbol (numeral) with its cardinal number value.

Count beyond 10.

Compare numbers.

Understand the 'one more than/ one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall-number bonds for numbers 0-5 and some to 10.

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

Through our daily routines we will:

Practise our counting and precision

Use playing cards to sort and dice to link number into games.

Use number lines and number squares to enhance our number recognition and understanding

Have opportunities to become speedier in our number work as we are timed

To talk about numbers, shapes and measures to expand practise and expand our vocabulary.

To use number in role play situations

On Land and Sea:

We will link our learning from Mathematics in as many ways within our general classroom activities linked to topic;

Comparing/ recording using tally charts/ pictogram: things we like or don't/ objects we see around us – petals of plants/ numbers of flowers...

Using positional language for direction linked to exploration and maps. This will include N/S/ E and West

We will compare seeds and plants using: size/ number of/ height of plants/ size of leaves

We will find different ways to count objects we come across and decide which the best way to do this is.

We will measure ourselves using length and use our understanding of weight as we create recipes

Specific number:

Using the White Rose Maths scheme of work

- practice counting up and back
- Continue counting from different numbers
- practice identifying our numbers: 1 – 8/ 0 – 15/ 0 – 20 / 20 – 30 + - individual differentiation
- Practice matching numerals to groups of objects varying levels.
- Using specific mathematical vocabulary
- RM easimaths computer programme to continue to develop maths skills – individualised learning
- Use vocabulary linked with weight and measures – length and height
- Counting in 2s 10s and 5s
- Doubling
- Halving
- Sharing
- Directional language
- Symmetry

Early Learning Goals:

Number

- **Have a deep understanding of number to 10, including the composition of each number.**
- **Subitise (recognise quantities without counting) up to 5.**
- **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**

Numerical pattern

- **Verbally count beyond 20, recognising the pattern of the counting system.**
- **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.**
- **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**

Understanding the World

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this

We will work alongside the year 1 curriculums is History, Geography, RE and Science:

Science links

Looking at and exploring the different materials we find around us.

Continue to develop our knowledge of the Seasons with a specific focus on Spring and Summer; taking notice of the changes that are taking place outside and the weather.

We will be looking at how we can take care of our environment; giving and sharing our ideas and their own experiences out of school.

We will continue to look at growing plants and identifying and using vocabulary such as seed/ stem/ roots/ flower.

We will continue to consider ways to be healthy; creating healthy food

History/ Geography links:

We will continue to look back in the past and understand what this means.

We will have fun linking our learning to castles and wondering why they were built.

We will be thinking about what life would have been like in a castle.

We will be thinking about Kings and Queens including Queen Elizabeth II.

RE links:

We continue to think about the Christian calendar and talk about current events linked with this, including previous Easter Celebration.

We will consider a new faith: Judaism

We will find out what makes it special.

We will use our knowledge of Christianity to make comparisons – and identify similarities and differences.

country and life in other countries.

Explore the natural world around them

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Understand the effect of changing seasons on the natural world around them – ‘summer’

Early Learning Goal:
Past and 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 and 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 and Design
Explore, use and refine a variety of

We will work alongside the Year 1s in Art, Design and Music as we:

<p>artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Learn about different artists such as Mondrian/ Picasso/ Kandinsky</p> <p>We will be given opportunities to talk about what we see and experiment with how to create similar styles.</p> <p>We will explore with primary and secondary colours</p> <p>We will expand our learning about different art techniques: Drawing/ painting/ 3d modelling/ printing....</p> <p>We will be looking at different materials and using fabric in our creations; being encouraged to combine different materials</p> <p>As we learn about keeping ourselves healthy we will be able to create with food and use tools to mix, cut and shape.</p> <p>Music:</p> <p>We will continue to explore pulse and rhythm using body/ unturned/ tuned percussion instruments</p> <p>We will compose and perform within the class</p> <p>We will listen to and gain confidence at expressing an opinion about music we have heard.</p> <p>We will continue to expand our repertoire of songs and rhymes.</p> <p>We will have opportunity to dance and move to the different music we hear.</p> <p>Through our daily routines we will have:</p> <p>Opportunities to use tools correctly and for correct purpose such as Scissors/ rulers/ hole punch/ stapler/ brushes/ pencils/ felt tips/ crayons/ hammers/ screwdriver/ tapes/chalk</p> <p>Be given time to explore and create with our own ideas: both inside and outside; developing and honing skills learnt.</p> <p>We will use the seasons of spring and summer to enhance our art and design skills</p> <p>Role Play opportunities:</p> <p>We will link our role play opportunities across our learning: RE/ Castles and castle life/ Kings and Queens/ Explorers/ Garden Centre and shop</p>
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- Early Learning Goal:
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 and 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***

Specialist support:

Specific teachers for PE: Mrs Lee-Turner

Cricket with Matthew

Swimming – 2nd half of the term

Summer Term events:

Bale community event – 4th July

Leaver's Service – Last day of the term in the church