




Summer 1 Change PRIME AREAS







Personal Social and Emotional Development 	Physical Development 	Communication & Language 
<p>Revisiting:</p> <ul style="list-style-type: none"> •know we need to brush our teeth to be healthy* •know we need sensible screen time to be healthy* •know we need to stay on the pavement •be a safe pedestrian •know we need to stop quickly on a scooter or cycle •Express their feelings and consider the feelings of others •Think about the perspectives of others •show sensitivity to others' needs •show resilience and perseverance in the face of challenge set and work towards simple goals •form positive attachments to adults form friendships with peers •see themselves as a valuable individual <p><u>We will be following the Heartsmart themes:</u></p> <p><i>'Fake is a Mistake'</i></p> <p>Our collective worship Christian value focus is:</p> <p><i>Respect - Luke 6 31: Treat others as you would like to be treated.</i></p>	<p><u>In PE our focus is Ball Skills:</u></p> <ul style="list-style-type: none"> •Share equipment with others.Develop the foundations of a handwriting style which is fast, accurate and efficient.* follow rules in a game •move around showing awareness of others. •drop and catch a large ball with two hands. •throw and roll a variety of beanbags and larger balls to space. •stop a beanbag or large ball sent to them using hands. •hit a ball with hands. •kick larger balls to space. •attempt to stop a large ball sent to them using feet. •move a ball with feet. •try again if they do not succeed/try new tasks and challenges. •Identify personal success. <p><u>PE is on Wednesdays and Outdoor Explorers on Mondays</u></p>	<ul style="list-style-type: none"> • To listen attentively • To articulate their ideas and thoughts in well-formed sentence connecting one idea or action with another • use a series of sentences with conjunctions • ask questions to find out more. • To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Develop storylines • To listen to and talk about stories to build familiarity and understanding

<p>Buzz Words </p> <p><i>Environment,cocoon,habitat,survival,food chain, transform, change, difference, diversity, author, illustrator,season, summer, autumn, winter, spring,stem, petal, root, nutrients,poetry, days of the week and months of the year.</i></p>	<p>Top Texts- plus non-fiction books about plants, food changes and farms.</p> <div data-bbox="1070 1114 2157 1278">        </div>
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LOVE INSPIRATION COURAGE RESPECT

SPECIFIC AREAS

Literacy 	Maths 	Understanding the World 	Expressive Arts and Design 
<ul style="list-style-type: none"> • accurately predict key events infer character's feelings using information explicitly stated in the text • pick out simple information from books (fiction and non-fiction) • understand a prediction must be based on a reason • say a complete sentence aloud before writing • remember the sentence they have said aloud before writing • re-read a sentence to check it makes sense • listen to or state an idea to improve writing in conversation or discussion • break the flow of speech in to words • use future tense orally • Ongoing: develop the foundations of a handwriting style which is fast, accurate and efficient • Form lower-case and capital letters correctly. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Phonics: Adjacent consonants eg ft in lift, words with -ed ending and -ing endings. 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Children will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • Use spatial reasoning to complete jigsaws and shape puzzles, To fit shapes together and break shapes apart to make new shapes, To explore ways that a shape can be made using smaller shapes. • describe ways they have sorted objects using comparative language eg longer/shorter • say what they are trying to find out • think out loud how to work things out. • describe ways they have sorted objects using comparative language eg longer/shorter 	<ul style="list-style-type: none"> • To be able to talk about changes. • Ongoing: How to note and record the weather and seasonal features. • To know the names of animals dog cat cow pig and be able to describe them. • To know the names of baby animals - puppy, kitten, calf and piglet. • (Ongoing): To know that we do different things at different times of the day and different times of the year. • To know people change as they get older. • To know that familiar experiences may have differed in the past. • (Ongoing) To know why we should respect our World and simple ways to look after it. • (Ongoing): To know that we do different things at different times of the day and different times of the year. <p><u>In RE:</u></p> <ul style="list-style-type: none"> • <u>How can we help others when they need it?</u> • To describe what makes a hero, to know who can help me and how Christians ask for help and where they might go. • To learn some Christian stories about helping others. (The Good Samaritan) • To understand that Christians believe God helps them and how the Church Community asks for God's help • To understand who helps in the the Sikh Diwali story 	<ul style="list-style-type: none"> • To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • To share their creations, explaining the processes they have used. • Explore and engage in music making and dance, performing solo or in groups. • Sing a range of well known nursery songs. Sing in a group or on their own, increasingly matching the pitch and following the melody* • Listening -listen attentively, move to and talk about music, expressing their feelings and responses. • Composing - Create their own songs or improvise a song around one they know. • Performing - Play instruments with increased control to express their feelings and ideas. • Notation - Use a line to draw the changing pitch of a melody • In DT: Return to and build on their previous learning, refining ideas and developing their ability to represent them • Develop storylines in their pretend play • Watch and talk about dance and performance art, expressing their feelings and responses

LOVE INSPIRATION COURAGE RESPECT

Key Vocabulary and Definitions

season	A season is a time of the year that is distinguished by special climate conditions. The four seasons—spring, summer, autumn and winter—follow one another regularly. Each has its own light, temperature, and weather patterns that repeat yearly.
lifecycle	A life cycle is a series of stages a living thing goes through during its life.
nutrients	Something that is needed for healthy growth, development, and functioning. Plants get nutrients from the soil.
habitat	A habitat is a place that an animal lives. It provides the animal with food, water and shelter.
stem	A stem is a part of a plant, it supports leaves, flowers and fruits and transports water.
root	A root is a part of a plant that is usually hidden underground. Roots have several purposes. They hold the plant in the ground and keep it upright. They take water and food from the soil.
climate	Climate is the average weather in a place over a long time.