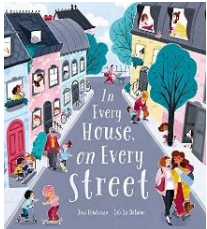
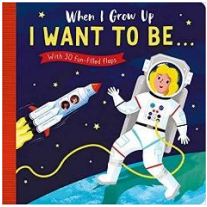






Cycle 2 Summer 2- You're Off to Great Places



Parental Engagement	Key Text	Traditional Tales and Rhymes	Trips and Experiences	Festivals and Special Times
<p>Parent and Carer Open Evenings Parent/Carer termly phone call</p> 	<p>When I grow up I want to be...</p>  <p>We will also be reading lots of other stories, songs and rhymes daily.</p>	<p>The Three Little Pigs</p>  <p>Bible Story: The Story of Two Builders</p> 	<p>People who help us visitors eg firefighters</p> <p>Sports Day</p> <p>Picnic</p> <p>Induction</p> 	<p>Holi</p> <p>Father's Day</p> 









Characteristics of effective Learning:

Playing and Exploring - During this topic the children will be encouraged to play and explore using knowledge they already have and supported to develop a 'have a go' attitude at school.

Active learning - The children will be provided with daily activities that allow them to be active and involved in their learning. The activities will help develop concentration and attention.

Creating and thinking Critically - Our continuous provision will strongly encourage the children to explore their own ideas and to tackle a task how they feel best suit.




We have an animal for each learning behaviour. These are:

Creative Chameleon		Persevering parrot		Go for it Gorillas		Proud Peacock	
Slinky Linky Snake		I know Rhino		Exploring Elephants		Choosing Chimps	

Analysing Alligators



Prime Areas of learning

<p>Personal, Social and Emotional Development</p>  <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Personally, Socially and Emotionally we will be able to...</p> <ul style="list-style-type: none"> Name what their bodies need for energy (food, water, exercise, sleep) Describe how they feel when they don't have enough food, water, exercise or sleep Make healthy choices independently, in their home or education setting Explain how people might feel if they find something hard Suggest ways to encourage others to keep going Have a go at challenging themselves Develop skills in planning, reviewing applying a trial and error approach Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone Communicate with others by sharing with and listening to each other's ideas <p> E-safety Focus</p> <p>I can talk about some simple examples of my personal information. I know the people I can trust and share this with. I know that work I create is mine and I can name my work</p> <p>Learning at home- Sharing our skills from home/taking a healthy snack home</p> 	<p>We will achieve this by...</p> <p>SCARF Theme- <u>Being my Best and Transition</u></p> <p>Making fruit kebabs and talking about why our body needs healthy food and water</p> <p>Obstacle and exercises</p> <p>Relaxing and sleeping activities eg mindfulness and yoga</p> <p>Eating healthy snacks and drinking lots of water!</p> <p>Dancing and moving like animals</p> <p>Share the story- Giraffes can't dance</p> <p>Jungle dance</p> <p>Talking about feelings eg proud and nervous</p> <p>Sharing our skills from home</p> <p>Using resilience during activities such as building or outdoor challenges</p>
<p>Communication and Language</p>	<p>As communicators we will...</p> <ul style="list-style-type: none"> Use a wider range of vocabulary 	<p>We will achieve this by...</p>

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Listening, attention
and understanding



Speaking

- Sing a large repertoire of songs
- Enjoy listening to longer stories and can remember much of what happens
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Use longer sentences of four to six words
- Understand 'why' questions like "why do you think the caterpillar got so fat?"
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying: some sounds: r, j, th, ch, and sh




Learning at home- rhymes and songs, story sacks and sharing stories

- Share lots of stories in the library, book corner and daily reading
- WellComm activities
- Introducing and using interesting words to describe everyday objects and experiences such as the weather
- Learning new topic words
- 'I wonder' questions about everyday experiences such as the weather, science investigations and responding to stories
- Daily welcome to nursery, talking about the weather, season and children's experiences
- Introduce new vocabulary - add words to our story board for our favourite stories
- Retelling stories
- Exploring and asking questions about what's inside the curiosity cube
- Responding to questions and instructions directed to them
- Following 2 part instructions
- Taking part in short exchanges with others - listening and responding to adults and peers
- Taking turns in conversation
- joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories
- Articulating and speaking clearly
- Speaking in 4-6 word sentences
- Explaining feelings in simple terms i.e. I am sad because...
- Expressing wants and needs, such as asking for particular resources
- Using simple conjunctions to connect ideas such as 'and' and 'because'
- Using some positional language
- Retelling a story/ event (not always in correct order)
- Joining in with repeated refrains in stories/ rhymes




<p>Physical Development</p>  <p>Gross motor skills</p> <p>Fine motor skills</p>	<p>Physically, we will...</p> <ul style="list-style-type: none"> Choose the right resources to carry out a plan Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Make healthy choices about food, drink and tooth brushing Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <p>Learning at home- tooth brushing activities</p> 	<p>We will achieve this by...</p> <p>Daily practise putting our coats on and zipping them up</p> <p>Getting ready for our Seasonal walks and dressing for the seasons</p> <p>Lots of fine motor activities such as tweezers, scoops and scissors to develop our finger movements</p> <p>Weekly name writing/pencil grip activities</p> <p>Lots of writing tools to explore such as paint, crayons, pens and sticks etc to draw and make marks</p> <p>Lots of moving around rolling tyres, balls, pushchairs, parachutes and other movements</p> <p>Write dance- moving writing tools to music and creating large patterns and shapes</p> <p>Daily healthy snack including fruit, water and milk</p> <p>Daily washing hands and learning to be independent going to the toilet and taking care of ourselves</p> <p>Lots of problem solving outside such as selecting and using equipment and tools</p> <p>Moving and dancing like animals</p> <p>Using the apparatus to climb, jump and crawl</p> <p>Sports day activities</p> <p>Exploring wheeled resources (such as pedal bikes without stabilisers) to develop children's core muscles. Can the children use the resources to deliver the post around the outside area?</p> <p>Around your outside environment, draw some fires using chalk. Then, provide children with spray bottles filled with water. Help to develop their small motor skills by encouraging children to be firefighters by using their spray bottles to put out the fires.</p> <p>Create an obstacle course in the outside area for children to complete firefighter training. Provide benches to balance and walk along, hoops to jump through, tunnels to crawl through, obstacles to climb over and practise rolling skills.</p>
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		<p>Games and opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p>
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Specific Areas of learning

<p>Literacy</p>  <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>As readers, writers and mark makers we will be...</p> <ul style="list-style-type: none"> Engaging in extended conversations about stories, learning new vocabulary 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. Write some or all of their name. Write some letters accurately. <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom <p>·Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother <p>In phase 1 phonics, we will be learning to:</p> <ul style="list-style-type: none"> Listen to and appreciate the difference between sounds made with instruments Use a wide vocabulary to talk about instrument sounds Develop awareness of rhythm and rhyme in speech Increase awareness of words that rhyme and develop knowledge about rhyme · Talk about words that rhyme and produce rhyming words Develop understanding of alliteration Listen to sounds at the beginning of words and hear the differences between them Explore how different sounds are articulated 	<p>We will achieve this by...</p> <p>Lots of opportunities to make marks such as writing labels, lists, letters, cards, maps and notes etc</p> <p>Writing our names daily</p> <p>Letter join activities- learning how to draw patterns and write letters</p> <p>Name card wall- talking about our names and the phonemes they begin with</p> <p>Clapping our names and other words</p> <p>Lots of stories linked to our topic</p> <p>Weekly library visit to share a book for enjoyment</p> <p>Story boards and maps to retell our class story</p> <p>Small world play to act out stories</p> <p>Exploring different settings</p> <p>Learning all about information books and texts eg leaflets</p> <p>Role play area to act out and tell stories</p> <p>Daily phonics such as listening walks, listening to everyday sounds and describe them, exploring instruments</p> <p>Book voting station to vote and share our favourite books</p> <p>Exploring and making the different settings from the story</p> <p>Performing poetry and rhymes</p> <p>We will be following the Twinkl phase 1 phonic lessons</p>
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	<ul style="list-style-type: none"> • Talk about the different sounds that we can make with our voices • Develop oral blending and segmenting of sounds in words • Listen to sounds within words and remember them in the order in which they occur • Talk about the different sounds that make up words <p>Learning at home- Story sacks, Share a book with 'Bumble' the reading bear Half termly reading challenges</p> 	<p>Firefighters Police Doctors Vets Teachers and School Staff People Who Help us</p> <p>The Three Little Pigs</p>
<p>Maths</p>  <p>Number</p> <p>Numerical patterns</p>	<p>As mathematicians we will be...</p> <ul style="list-style-type: none"> • Linking 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. • Comparing quantities using language: 'more than', 'fewer than'. • Talking about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Describing a familiar route. • Discussing routes and locations, using words like 'in front of' and 'behind'. • Making comparisons between objects relating to size, length, weight and capacity. • 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. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>Learning at home- Counting song puppets to share at home</p>	<p>We will achieve this by...</p> <p>Learning about the numbers 5-10 through number blocks- counting, comparing amounts and recording in our ways Making groups of objects and quickly recalling how many such as animals we can see without counting each one Daily counting for different purposes such as how much fruit we need? Counting songs linked to our topic eg firefighters Comparing groups eg Making maps and describing routes Positional language games Making shape vehicles Lots of counting and problem solving</p>
<p>Understanding the World</p>	<p>Learning about people & the world, we will...</p>  <ul style="list-style-type: none"> • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind' 	<p>We will achieve this by...</p> <p>Using our senses to explore what's inside the curiosity cube</p> <p>Local walks Talking about special times for our families</p>

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 <p>Past and present</p> <p>People, culture and communities</p> <p>The natural world</p>	<ul style="list-style-type: none"> • Explore stories about people and objects they are familiar or fascinating to them - explore pictures of people important to them • Explore how things work • Explore and talk about different forces they feel • Show interest in different occupations • Explore how things work • Continue to develop positive attitudes about the differences between people <p>In RE we will be learning about RE Unit: Where do we Belong? Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional baptism Recall simply what happens when a baby is welcomed into Islam</p> <p>Learning at home- People Who Help us Day/inviting visitors into school</p>	<p>Using our senses to explore the seasons of Spring and Summer</p> <p>Small world areas to learn about occupations eg garage, firefighters, police and vet</p> <p>Collecting natural materials and using our senses to talk about them</p> <p>Welly walks and talking about change</p> <p>Lots of books, poems and rhymes about different families - PSED links</p> <p>Learning all about different countries</p> <p>Learning about different job roles</p> <p>Role play areas- Doctor's surgery/Hospital</p> <p>Celebrations-</p> <p>Weekly assemblies with Mrs Berry</p> <p>Godly play for Bible stories</p> <p>Daily prayers/reflection and thank you thoughts</p>
<p>Expressive Arts and Design</p>  <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Imaginatively and as artists, musicians and designers we will be ...</p>  <ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Explore colour and colour mixing, know the primary colours and which colours are created when they are mixed -mix powder paint independently -be able to name all of the primary colours <p>Kapow Music- Big band!</p> <p>What makes an instrument? Introduction to orchestra</p>	<p>We will achieve this by...</p> <p>Drawing and adding details to our pictures</p> <p>Water colour painting</p> <p>Daily singing and music activities</p> <p>Making models such as fire engines and police cars etc</p> <p>Naming and using different colours to create our paintings, collages and other art work</p> <p>Small world area to retell familiar stories and make up new story lines</p> <p>Small world towns and streets</p> <p>Making puppets</p> <p>Focus Artist- We will be learning all about Andy Warhol- pop art inspired pictures linked to transition</p>



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	<p>Follow the beat Tuned and untuned instruments Big band performance</p> <p>Learning at home-performing songs and dances</p>	
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