
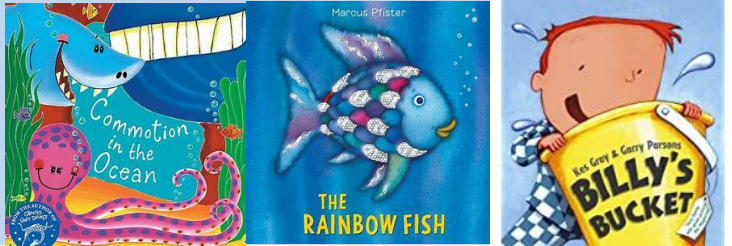

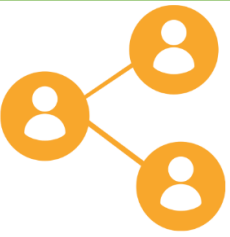



Summer 2

Possible Themes & Interests (based on interests the children have had in past years)		Wonderful Water		
Suggested Texts	Books following possible themes			
	Summer 2 Literacy Texts		+ Daily songs, nursery rhymes and school/class songs.	

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	
<div>Communication and Language</div> <div></div>	<p><b>Listening:</b> Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p><b>Attention:</b> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p><b>Respond:</b> Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”</p> <p><b>Understanding:</b> Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g., Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. “It lives in the jungle and is fierce with big teeth and is stripy.”</p> <p><b>Speaking:</b> Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ E.g. “I can have a biscuit if I eat all my dinner”</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>	
<div>Personal, Social and Emotional Development</div> <div></div>	<p><b>Express feelings:</b> Can deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p><b>Manage behaviour:</b> Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p><b>Self-awareness:</b> See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p><b>Independence:</b> Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p><b>Collaboration:</b> Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others’ needs and feelings.</p> <p><b>Social skills:</b> Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>	

	ways to them.		
<b>Physical Development</b> 	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Continue to 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 spoon.</p> <p>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.</p>	<p>Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.</p>	

Specific Areas

<b>Literacy</b> 	<p><b>COMPREHENSION</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> <p><b>WORD READING</b> Read some tricky words from Phase 4 e.g., said, like, have, so. Re-read what they have written to check that it makes sense.</p> <p><b>WRITING</b> <b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written. <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. <b>Stories progression:</b> Child confident to write a simple short story. May still need a phonics mat to support.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	
<b>Phonics</b>	<p><b>Phase 3/4</b> Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	

<div>Mathematics</div> <div></div>	<div>Doubling</div> <div>Sharing and grouping</div> <div>Even and odd</div> <div>Patterns and relationships</div>		
<div>Understanding the World</div> <div></div>	<div>Chronology:</div> <div>Order experiences in relation to themselves and others, including stories.</div> <div>Enquiry:</div> <div>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</div> <div>Respect:</div> <div>Animals and know how to care for an animal/pets.</div> <div>Mapping:</div> <div>Create own maps using grid paper and symbols (x marks the spot treasure maps)</div> <div>Identify environments that are different to the one in which they live e.g., Antarctica.</div> <div>Enquiry:</div> <div>Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</div>	<div>Communication:</div> <div>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</div> <div>Observation:</div> <div>Explore the natural world around them by taking part in forest school sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</div>	
<div>Expressive Arts and Design</div> <div></div>	<div>Watch and talk about dance and performance art, expressing their feelings and responses.</div> <div>Refer to Art and design progression map to facilitate progression through child led interests</div>	<div>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</div> <div>Explore and engage in music making and dance, performing solo or in groups.</div>	