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| **Personal, Social, Emotional Development**  Children to practise listening to each other and explaining themselves. Build the children’s confidence to explain their ideas or answers in a whole class situation.  Ensure children are confident to try new activities, and say why they like some activities more than others.  Children to spend time with their new teachers to develop their confidence with September transition.  To build the children’s independence for Year 1 – teach them to select the appropriate resources they need to help them (particularly in maths). |

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| **Physical Development:**  **Continue to develop children’s throwing and catching skills.**  **Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another.**  **Practise movement skills through games with beanbags, cones, balls and hoops.**  **Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching**  **Continue to focus on handwriting - forming cursive letters correctly.** |

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| **Communication and Language:**  Give children the opportunity to follow instructions involving several ideas or actions. Give them times to answer ‘how’ and ‘why’ questions about different experiences they have had (at home or school). In addition, link to responding to reading, with the more complex ‘how’ and ‘why’ questions after hearing/reading stories. |

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| **Mathematical Development**  WhiteRose and NumberBlocks  Halving & sharing / odds & evens – number stories (2 weeks)  Counting in 2s, 5s, 10s. (1 week)  Money (2 weeks).  Time (1 week)  Review & Revisit (2 weeks)  *Continue to daily count on and back to 20. Practise counting beyond 20. Practise counting in 2s, 5s and 10s so the children become familiar hearing it. Continue to subitise.* |

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| **Understanding the World:**  **Children talk about past and present events in their own lives and in the lives of family members.**  **Compare our toys now to the toys of our parents/grandparents. (handling artefacts)**  **Show the chn an episode of Postman Pat/Fireman Sam from now and when their parents were little. Talk about the similarities and differences.**  **Outdoors; play old and new playground games.**  **What did we do last week/ last term? Show the children a piece of work/painting/prop associated with a festival they had celebrated earlier in the year.**  **Talk about when did we did this? How can we tell? What was the celebration called? Did we have to wear something special? Ask the children to suggest other places they could go to find out more about what they did. (Use the photographs to help the children recall the event.)** |

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| **Summer term 2**  **Superworm, The Snail and the Whale, Toys, Summer fun and transition** |

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| **Literacy**  Continue to revise Phase 3 sounds and teach Phase 4 phonics (consonant blends).  Learn to read tricky words – said, like, so, do, some, come, like, have, there, little, one, were, out, what, when.  Continue to read new words and more complex sentences.  Spell CCVC and CVCC words such as crab, drip, tree, lunch, wings.  Segment words into sounds to spell more accurately using the graphemes they know.  Introduce weekly spellings to send home and practise (Year 1 ready)  To continue to write for a variety of purposes – stories, letters, instructions, diaries.  Whole class reading daily, guided reading weekly and home reading.  To build on children’s understanding of the book they have read. To encourage them to answer questions and talk with others about what they have read. |

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| **Worship/R.E**  Special Times  Develop children’s understanding of special/holy times. Increase their knowledge of the ways special times are celebrated, remembered and the reasons why.  Introduce children to the story of Pentecost and God as Holy Spirit.  Christian values – thankfulness, love and faith.  Key vocabulary - anniversary, christening, baptism, wedding, celebration, funeral, Holy Spirit, birthday and prayer. |

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| **Expressive Arts and Design :**  There’s a Worm at the Bottom of my Garden – song linked to English work. Use instruments to add music to songs and their imagination to add actions.  In the creative area, children begin to adapt their work where necessary. Encourage them now to select their own tools and techniques needed to shape, assemble and join materials they are using, from their experience. |