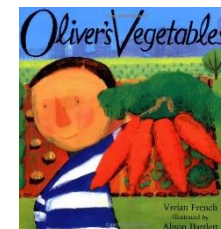
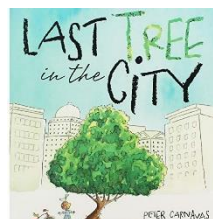
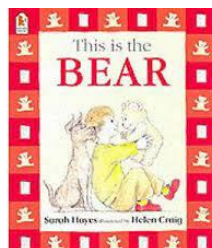
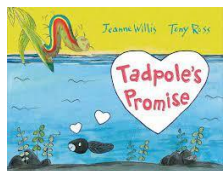


Summer 2 Overview 2023



Celebrations and events:

Bike week – 11th May

World Environment Day - 5th June

Eid ul Adha – 16th June-20th June

Trip - TBC

C&L- Listening , Attention and Understanding

Children at the expected level of development will:

- 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.

PSED: Managing self

Children at the expected level of development will:

- 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;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

UTW: Past and Present

Children at the expected level of development will:

- 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.

C&L- Speaking

Children at the expected level of development will:

- 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

PSED: Building relationships

Children at the expected level of development will:

- 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.

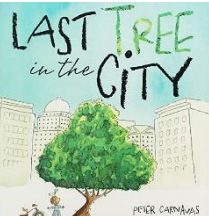
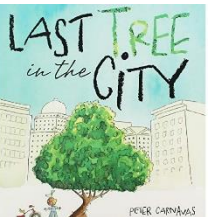
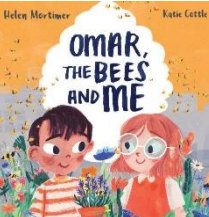
UTW: People, Culture and Communities

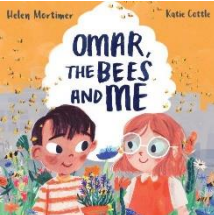
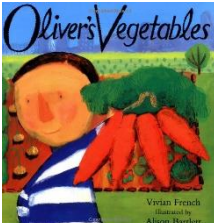
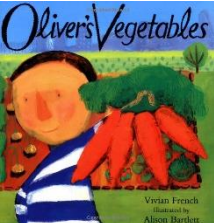
Children at the expected level of development will:



- 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;

<p><i>appropriate;</i> - 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.</p>		<p>- 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.</p>
<p>Physical Development: Fine motor</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery; • Begin to show accuracy and care when drawing. 	<p>Literacy: Reading</p> <p>Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>UTW: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Physical Development: Gross motor</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Literacy: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>EAD: Creating with materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>PSED- Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; 	<p>Maths:</p> <p>Number</p> <p>Children at the expected level of development will:</p>	<p>EAD: Being imaginative and expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher;

<p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- 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>	<ul style="list-style-type: none"> • 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. <p>Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>- 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.</p>
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<p>Week 1 3/6/24</p>  <p>World Environment Day</p>	<p>Literacy: Reading – Discuss parts of the story with pictures only and tell these parts of the story in their own words. (Bike week) Physical: Gross motor – Learning to ride 2-wheeler bikes safely and learning road safety rules. PSED: Circle time – Open discussion about how we take care of ourselves and each other. UTW: The Natural World – Draw pictures of animals and plants in our outdoor environment, making observations about similarities and differences of contrasting environments in the story. Follow instructions to plant apple trees. EAD: Creating With Materials - Making our own city – collaborative work to improve the environment e.g. adding plants, trees and flowers.</p> <p>Key Vocabulary: From story - city, concrete, colour, buildings, forget, moment, peddling, empty, surrounded, plant, wonderful, environment, reflection, beauty</p>
<p>Week 2 10/6/24 Eid ul-Adha</p> 	<p>(Healthy Eating Week) PSED: Managing self – making fruit kebabs. Talk about healthy and unhealthy foods. EAD: Creating With Materials – Colour mixing. Contrasting colours in the story and colour mixing to paint pictures from scenes of the story UTW: People, Culture and Communities – Make maps of the immediate environment. UTW: The Natural World – Looking at trees in the different seasons and making them.</p> <p>Key Vocabulary: From story - City, concrete, colour, buildings, forget, moment, peddling, empty, surrounded, plant, wonderful, environment, reflection, beauty</p>
<p>Week 3 17/6/24</p> 	<p>C&L: Listening – Beekeeper visit. Listen and respond with questions and comments. C&L: Speaking – Beekeeper visit. Use new vocabulary from the story. Literacy: Writing – Write facts about bees. UTW: People, Culture & Communities – The King's Birthday parade. UTW: The Natural World – Follow instructions to plant seeds.</p> <p>Key Vocabulary: bees, foraging, nectar, garden, blossom, flowers, hibernate, spring, bee hive, envelopes, instructions, windowsill, sprouted, summer, poppies, cornflowers, foxgloves</p>

<p>Week 4 24/6/24</p> 	<p>Literacy: Writing – Write instructions for planting seeds. EAD: Creating With Materials – Make a bee hive. UTW: The Natural World – Look at how plants / flowers / trees change over time and through the seasons. EAD: Creating With Materials – Paint pictures of plants / flowers / trees observed. UTW: People, Culture & Communities – (Eid ul Adha)</p> <p>Key Vocabulary: From story – bees, foraging, nectar, garden, blossom, flowers, hibernate, spring, bee hive, envelopes, instructions, windowsill, sprouted, summer, poppies, cornflowers, foxgloves</p>
<p>Week 5 1/7/24</p> 	<p>Literacy: Reading – Use new vocabulary from story. Literacy: Writing – write a plant diary using observations of the plants we are growing. PSED: Managing self – Learning about food that is healthy and not healthy. UTW: The Natural World – Learn about how and where fruits and vegetables grow. EAD: Creating With Materials - Make a healthy food plate.</p> <p>Key Vocabulary: Wonderful, garden, vegetables, chips, potatoes, bargain, leaves, carrots, crinkly, spinach, rhubarb, slugs, snails, cabbage, beetroot, tangle, peas, delicious, peel</p>
<p>Week 6 8/7/24</p> 	<p>Literacy: Reading – retelling parts of the story and commenting on parts of the story to inform book review. Literacy: Writing – Book review of Oliver's Vegetables. Literacy: Writing – Write a shopping list of fruits / vegetables to make a smoothie. EAD: Creating with materials – (Farm trip) Make a smoothie. UTW: The Natural World – (Farm trip) Observations about where food comes from and how it grows. (Farm trip) Learning about jobs on the farm.</p> <p>Key Vocabulary: Wonderful, garden, vegetables, chips, potatoes, bargain, leaves, carrots, crinkly, spinach, rhubarb, slugs, snails, cabbage, beetroot, tangle, peas, delicious, peel</p>

<p>Week 7 15/7/24</p> 	<p>PSED: Self-Regulation -Draw our own worries, transition to new class focus, goals for Year 1 - reflections on this year in F2.</p> <p>EAD: Creating with Materials- Invent our own worry using different media/materials- BIAE act out our own narrative using these worry creations.</p> <p>Literacy- Writing- writing phrases/simple sentences about our targets for next year-My Monster feelings writing (Twinkl).</p> <p>Key Vocabulary: From story – worry, explore, wild, faraway, perfectly, anxious, anxiety, pretend, normal, forever, enormous, half, unexpected, hovering, mind, strangest, shrink, tumbled</p>
<p>Week 8 22/7/24</p> 	<p>Literacy- Writing- writing my new teacher a letter about me</p> <p>PSED- Self Regulation- circle time- questions after visiting our new class- What makes a good friend?</p> <p>EAD- Creating with Materials- make our own worry dolls in our own way</p> <p>Key Vocabulary: From story – worry, explore, wild, faraway, perfectly, anxious, anxiety, pretend, normal, forever, enormous, half, unexpected, hovering, mind, strangest, shrink, tumbled</p>