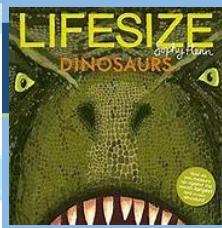
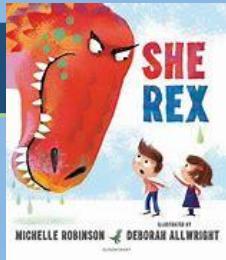


Now you see us, now you don't!

Experiences/visits/visitors

Visit Lifeboat Centre
Bee keeping
Fire, police, RNLI, RSPCA visitors
Punch and Judy
Butterflies

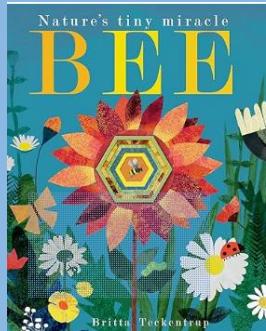
Dinosaurs



Key Texts

Nursery Rhymes, Songs and Poems

Zim, Zam, Zoom James Carter
Bee and Me
Somebody Swallowed Stanley
Oliver's Vegetables
Enormous watermelon



Bees

Communication and Language

By the end of Summer 2, children will:

Comprehend and respond to relevant: questions, statements, observations, commands, comments, actions etc. in a range of classroom situations.

Respond appropriately when interacting with peers in a range of situations

Ask questions for further clarification

Hold 2-way conversations with adults

Regularly use greetings and simple social questions with adults and peers

Use the conjunctions: 'and', 'because', 'if', 'but', 'so', 'or'

To stay on topic in a conversation

Use new vocabulary in a wide range of contexts

Regularly use the language associated with friendship e.g. please may I play with you? Would you like to play with me? You can sit next to me.

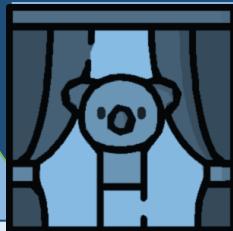
Show greater expression

Language

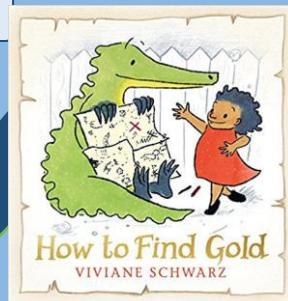
By the end of Summer 2, children will use a wider range of language associated with:

Safety
Seaside
Careers
Sustainability

Seaside Puppet Show



Beaches



Self – Regulation

By the end of Summer 2, children will:

Zones of Regulation

Physical Development

By the end of Summer 2, children will:
Demonstrate strength, balance and coordination in large movements during physical exercise and during daily routines
Be able to run, jump with one and two feet, dance, hop, climb and skip from one foot to another varying direction and speed

Negotiate space and obstacles effectively considering themselves and others
Balance?

Control two wheeled toys around a more complex route.

Effectively use the wrist pivot to show deepened control and coordination of small equipment

Plan and carry out the safe movement of larger equipment, showing balance, control and coordination

Show sustained energy and enthusiasm for physical exercise and fine motor activities
Hold a pencil effectively preferably with a tripod grip, applying a consistent pressure and signs of fluent movements

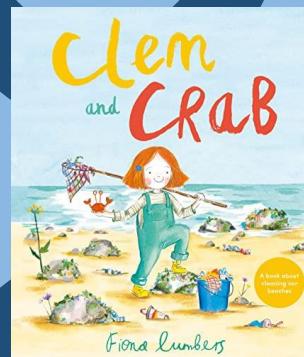
Use a wide variety of small tools with secure accuracy, control and effectiveness, such as scissors, brushes, and cutlery

Begin to show accuracy and care when drawing

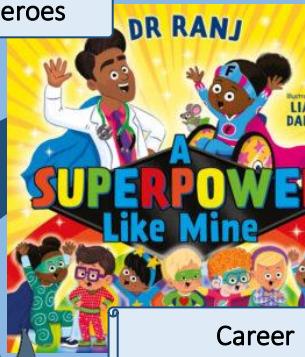
Understand simple personal hygiene and self-help skills



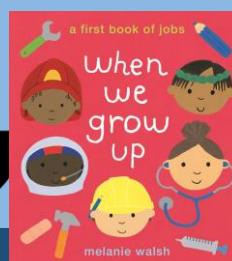
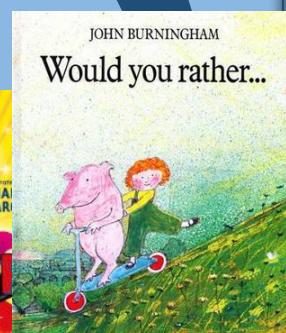
Sustainability



Real-Life Heroes



Career



Personal, Social and Emotional Development

By the end of Summer 2, children will:

Respond to other children's feelings

Can wait for their turn for what they would like

Give focused attention to an adult then follows instructions and responds appropriately

Confidently and independently persevere through a new task

Know the reasons for school rules and be able to follow them

Manage their own basic hygiene and needs and understand the importance of staying healthy

Have secure skills of co operation and turn taking during play and adult guided activities
Formed positive attachments to familiar adults and enjoy friendships with their peers. towards their needs and the needs of others.

Talk and behave sensibly.

Value of the term – Ambition – Goals for the future

Indoors/Outdoors

Seaside
Vets
Doctors
Fire station

Maths - A sense of numbers to 10

By the end of Summer 2, Children will:

- Reorganise numbers with a sense of 2 and a sense of 5
- Explore odd and even
- Flash numbers
- Composition of numbers to 10– showing some awareness of bonds to 10
- Know doubles facts to 10
- Conceptually subitise numbers to 10
- Use positional language when subitising
- Compare numbers to 10
- Visualise numbers to 10
- Know the cardinal value of numbers to 10
- Know the ordinal value of numbers to 10
- Use special reasoning with numbers to 10
- Work with patterns of numbers to 10
- Use one finger, one push on the Rekenrek
- Use a tens frame
- Use a PPW model – linking to add and sub

Art and Design

By the end of Summer 2, children will:

- Explore a range of techniques and experiment with colour, shape and size
- Share their work with peers and comment on their likes, dislikes and how they created their work
- Make use of props they have created, in their roleplay
- Invent and adapt stories with adults and peers through roleplay
- Sing and perform a range of songs and stories with confidence

Literacy

By the end of Summer 2, children will :

Comprehension:

Show understanding of what has been read to them by -

- Retelling stories and narratives using their own words and recently introduced vocabulary
- Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Anticipate – where appropriate – key events in stories e.g. 'I think they will all live happily ever after because that normally happens in a fairy-tale/ Oh no the troll is going to jump out and try and gobble up the billy goat'

Word Reading/ Phonics

Reads confidently and accurately within phase 2 and 3 and has secure digraph knowledge

Develops confidence when reading within phase 4 and when approaching adjacent consonants and 2 syllable words

Reads all capital letters

Reads repeated and familiar words without overt sounding and blending

Continues to develop their fluency by being increasingly accurate, reading whole words, self-correcting and using context

Writing

Confidently articulates what they wish to write extending ideas and using adventurous vocabulary

Sit on a chair to complete a writing task using a good posture

Instinctively uses the 'nip, flip, grip' approach – formation is accurate and correctly sized

Use accurate cursive script most of the time

Use phonetic knowledge to write their adventurous vocabulary choices

Apply their phonic knowledge to write sentences including learnt GPCs, exception words and sometimes adjacent consonants

Writes at a level that can be read by themselves and others

Have the confidence and stamina for longer writes

Uses capital letters and full stops in their sentences most of the time

Understanding of the World

By the end of Summer 2, children will:

Past and Present: Past, then, a long time ago, now, important, future, change

Talk about the lives of the people around them

Talk about familiar 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

People Cultures and Communities: Unique, similar, belonging, worship/ Geography 2 Tier?

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

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

Show interest in different occupations

Natural World: Question, investigation, change

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