

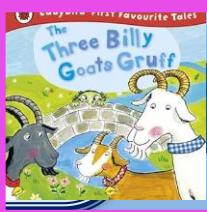
# A World of Pure Imagination!

## Experiences/visits/visitors

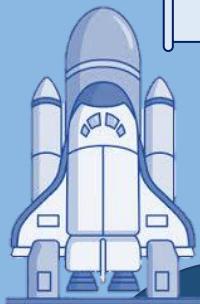
- Fantasy visitors
- Hidden forest doors
- Potion making
- Colour mixing
- Pond dipping
- Unicorn Poo
- Fire breathing
- Fairy hunt
- Fairy dust

## Drawing Club text

## Talk for writing text



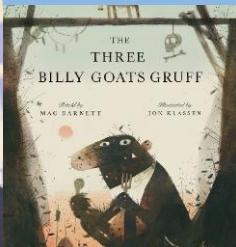
### Blast Off



## Key Texts

### Nursery Rhymes, songs, poetry:

- Green Eggs and Ham Dr. Seuss
- The Smallest Girl in the Class Justin Roberts
- How to make a unicorn
- The legend of the Loch Ness Monster
- Room on the Broom
- The Kiss that Missed
- Knights and Castles Non-Fiction
- How to grow a unicorn
- Jack and the Beanstalk
- Where the Wild Things Are
- Into the Forest
- On the Way Home
- The Princess and the Giant
- Billy and the Beast
- The Smartest Giant in Town
- Sugar Lump and the Unicorn
- Naughtiest Fairy
- Prince Cinders
- Twisted Fairy Tales
- Smeds and Smoos
- Here come the Aliens
- Beegun
- 10 little pirates
- Sunk in the night Pirates
- Think Big Book
- Foggy, Foggy Forest



### Trolls

## Communication and Language

By the end of Summer 1, children will:

Listen to stories, rhymes, discussions and 2 part instructions during whole class discussions and at other times of the day responding with relevant comments, questions or actions

Use full sentences to articulate actions/play independently  
Use a developing vocabulary within sentences in response to speaker with a given stimulus

Begin to have two way conversations with peers about things of high interest to them

Use 'but' and 'so' to join sentences

Use an appropriate voice to represent common emotions e.g. sad/happy and adjust volume of their voice to the situation

Independently use friendship questions and responses.

## Indoors/Outdoors

- Superheroes
- Desert Islands
- Fairy land
- Giant land
- Witches lair

## Physical Development

By the end of Summer 1, children will:

Effectively run, jump hop, climb, dance and skip at varying speeds

Negotiate space and obstacles in the environments considering themselves and others

Balance

Use two wheeled toys to manoeuvre around a route

Use the wrist pivot of their dominant hand, and sometimes both, to make marks and show control over small equipment and apparatus

Carry out the safe movement of larger equipment, showing balance, control and coordination  
Show energy and enthusiasm while performing large movements

Hold a pencil effectively and on most occasions with a tripod grip

Use a selection of small tools with developing accuracy, control and effectiveness, such as scissors, brushes, and cutlery

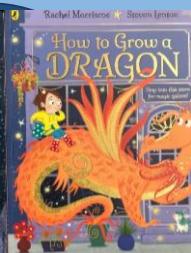
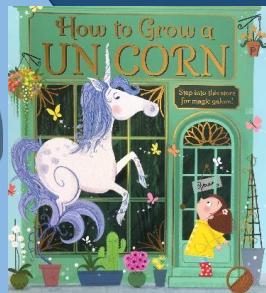
Take care when drawing a picture

Dress and undress knowing when they are hot/cold.

Independently get a drink when hot or thirsty.



### Unicorns



### Dragons



## Personal, Social and Emotional Development

By the end of Summer 1, children will:

Express how they are feeling in the moment

Can use resources independently to help turn taking

Follow instructions appropriately

Be resilient and persevere through a task independently

Be able to explain the need for rules and learning behaviours (to keep us safe and happy)

Begin to narrate how they are keeping their body healthy independently

Learn how to keep safe  
Explain to others why it is important to share and take turns.  
Have secure friendships and companions.  
Express positive thoughts and actions towards familiar adults.

Value of the term – **Courage, Ambition, Pride, Respect**

## Self – Regulation

By the end of Summer 1, children will:

Zones of Regulation

## Maths - A sense of 10 and 0

By the end of Summer 1, Children will:

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

## Understanding of the World

By the end of Summer 1, children will:

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

**Makes comments on images from the past and notices differences and similarities**  
**Talks confidently about historical characters/ figures they have learnt**  
**May begin to apply their knowledge of past and present in other contexts e.g. writing/play**

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

**Begins to understand some community projects e.g. foodbank**  
**May begin to consider their role in local community e.g. want to beach comb, raise money for charity**  
**Know the difference between countryside and city**  
**Notice how our local area has changed over time e.g. by discussing Brighton in the past photos**  
**Identify locations on a map using a simple key e.g. mountains**  
**Talk about some similarities and differences between life in this country and life in other countries**  
**Talk about their knowledge of the world with enthusiasm**  
**May begin to apply their knowledge their knowledge of the world in other contexts e.g. writing/play**

**Natural World: Question, investigation, change**

**Show an interest and understanding in how things work by questioning and explaining**  
**May select materials based on their properties for different purposes**  
**Through investigation, understand that temperature can change materials ( irreversible - baking / reversible – melting and freezing)**  
**Talk confidently about the seasons using wide vocabulary**  
**Engage in exploration in the natural world, makes observations and describes what they can see, hear and touch using wide vocabulary**  
**Draws and label picture of animals and plants with developing accuracy**  
**Begin to demonstrate their knowledge of similarities and differences of animals and plants in a range of contexts**  
**May be able to talk about global environmental issues such as recycling, pollution and deforestation**  
**Know that animals and plants change as they grow**

## Literacy

By the end of Summer 1, children will :

### Comprehension:

Use their knowledge of story structure and experience of books to begin to retell familiar tales  
Show interest in using non-fiction books to find out information  
Begin to understand the importance of illustrations in some stories  
Develop their knowledge of authors and Illustrators  
Predict key events in known stories  
Name and talk about favourite books, stories, rhymes and poems  
Enjoy sharing their opinion on what they read  
Begin to use adventurous story vocabulary in other contexts  
Be confident with Reading 2 Tier vocabulary – similar, different

### Word Reading/ Phonics

Reads confidently and accurately within phase 2 and 3  
Begins to apply their phonics knowledge and sight reading skills to read simple sentences and captions within phase 4  
Reads all capital letters  
Reads repeated and familiar words without overt sounding and blending  
Begins to read words with adjacent consonants  
Begins to read 2 syllable words  
Develop their fluency by being increasingly accurate, reading whole words, self-correcting and using context

### Writing

Confidently articulates what they wish to write using wider vocabulary  
Write their name with accurate cursive script and a starting capital letter  
Writes all capital letters accurately  
Use the 'nip, flip, grip' approach – formation is accurate and reminders are not needed  
Uses increasingly accurate cursive script  
Is perfecting joins with phase 3 phonemes – particularly sh, ch, th, zz  
Represents most syllables in a word using learnt GPCs e.g. dighnosor, adventy or  
Writes irregular words and longer words phonetically  
Begins to develop the stamina for longer writes  
Counts the words they need for their writing  
Writes to the end of the page before starting a new line  
Uses finger spaces  
Uses a capital letters and full stops in their sentences with developing accuracy  
Develop their re-reading skills and make changes if needed

### Writing

Spells  
Instructions  
Who lives behind the door?  
Retell....

## Art and Design

By the end of Summer 1, children will:

Work collaboratively to create work  
Begin to express their feelings and movement through art  
Discuss what they like and dislike about their work  
Return to their creations to amend and develop it  
Use stories, previous experiences and wider knowledge to create storylines in roleplay  
Use instruments and props independently to help them perform songs

## Language

By the end of Summer 1, children will use a wider range of language associated with:

Spells  
Change  
Imagination  
Castles