

# Up into Space and Back Again!

## Experiences/visits/visitors

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

## 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

## 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.

## Self – Regulation

By the end of Summer 1, children will:

## Zones of Regulation

## Off to the Moon



## Meet the Planets!

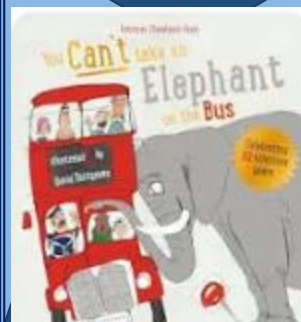
## Who's in Space?



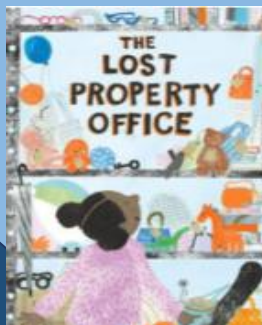
## Above the cities! London, Paris, Italy, New York, Beijing, Sydney!



## Who can fit on the bus!?



## Teddy gets left on the train!



## 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

## 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**

## 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, adventytor  
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:

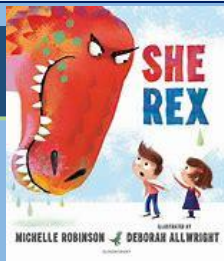
Spells  
Change  
Imagination  
Castles

# 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

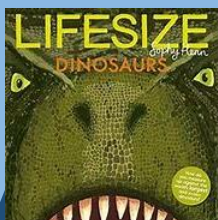
## Dinosaurs



## Key Texts

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

## Life-Size

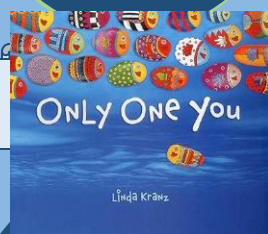


## Language

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

Safety  
Seaside  
Careers  
Sustainability

## Our trip to the Se Life Centre!

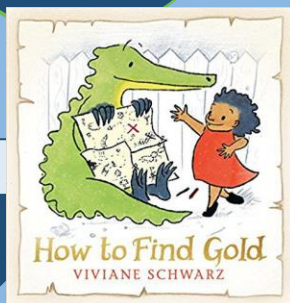


## Self – Regulation

By the end of Summer 2, children will:

Zones of Regulation

## Sunken Ships!



## 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

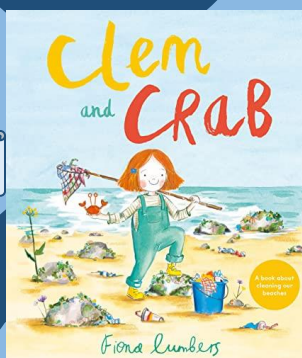
Show sustained energy and enthusiasm for physical exercise and fine motor activities  
Hold a pencil effectively preferably with a tripod grip, applying a consistent pressure and signs of fluent movements

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

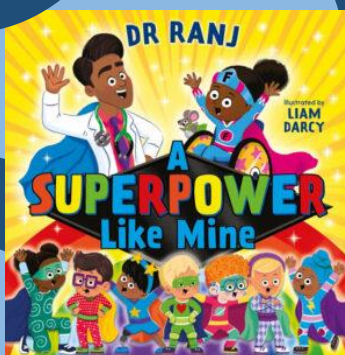
Begin to show accuracy and care when drawing

Understand simple personal hygiene and self-help skills

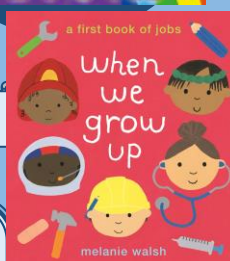
## Sustainability



## All we have Achieved!



## Career



## Indoors/Outdoors

Seaside  
Vets  
Doctors  
Fire station

## 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

## 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**

### 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**