

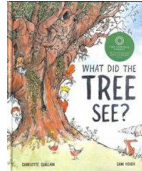
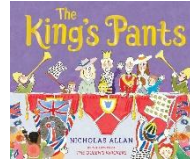
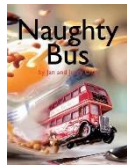
What are we learning?



Isn't it amazing?

Key Themes and Books

The Royal Family, Comparing Places – London and Launceston, Seasonal changes – Spring and Summer. (May change with children's interests)



We will learn about London and the famous landmarks there, as well as The Royal Family. We will make comparisons between London and Launceston and have a trip to visit Launceston Castle.

We will continue our weekly Wild Tribe sessions and begin to use tools for a purpose.

Key Vocabulary

| | |
|---------------------|---|
| Royal Family | A royal family refers to the immediate family of a king or queen |
| London | London is the capital and largest city of both England and the United Kingdom. |
| Map | A representation of an area of land or sea showing physical features, cities, roads, etc. |
| History | The study of past events, particularly in human affairs |
| Castle | A castle is a large building with strong walls, built in the past by a king or other important person, for protection against attack. It usually has high, thick walls and towers. |

Personal Social and Emotional Development

Express feelings:

Express their feelings and consider the feelings of others.

Manage behaviour:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Self-awareness:

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Independence:

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

Collaboration:

Work and play cooperatively and take turns with others.

Social skills:

Form positive attachments to adults and friendships with peers.

**Year F
Summer Term 1**



Maths

To 20 and beyond

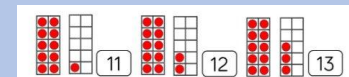
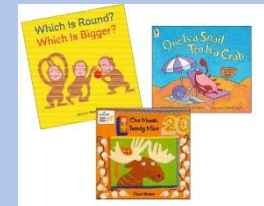
- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)
- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

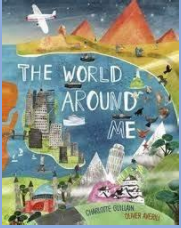
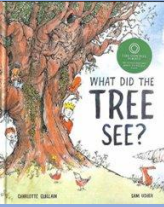
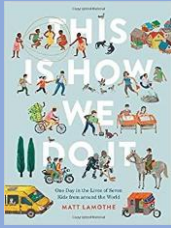
How many now?





- Add more
- How many did I add?
- Take away
- How many did I take away?

Manipulate, compose and decompose

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes



| | | |
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| <p>Revisit/ ongoing throughout the year Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary Listen to others, speak to peers and adults and engage in discussions in a positive way.</p> | | <p>Copy 2D shape pictures Find 2D shapes within 3D shapes Sharing and grouping* Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> |
| <p style="text-align: center;">Communication and Language</p> <p>Listening: 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.</p> <p>Respond: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p>Understanding: Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking: 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. <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p>Revisit/ ongoing throughout the year Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations Learn new rhymes, poems, and songs Listen to and talk about stories to build familiarity and understanding</p> | | <p style="text-align: center;">Understanding The World</p> <p>Chronology: 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.</p> <p>Enquiry 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.</p> <p>Respect 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, nonfiction texts and (when appropriate) maps.</p> <p>Mapping: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;">    </div> |

| | |
|--|---|
| <p style="text-align: center;">Physical Development</p> <p>Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others. <i>Demonstrate strength, balance and coordination when playing.</i> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> Begin to show accuracy and care when drawing.</p> <p>Revisit/ ongoing throughout the year Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment</p> | |
| <p style="text-align: center;">Literacy</p> <p>Emergent writing: Write recognisable letters, most of which are correctly formed. Composition: Write simple phrases and sentences that can be read by others.</p> <p>Spelling: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Handwriting: Form letters correctly.</p> <p>Writing in response to a text: Writing a story board. Letter writing to The Queen. Recall parts of the story. Speech bubbles and thought bubbles from characters in story.</p> <p>COMPREHENSION Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <i>Anticipate (where appropriate) key events in stories.</i> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>WORD READING Read words consistent with their phonic knowledge by sound-blending. <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> | <div style="text-align: center;">  </div> <p style="text-align: center;">Expressive Art and Design</p> <p>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. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song</p> <p>Paint: using water colour paints. Transient Art: Natural loose parts. Focus Artist - Andy Goldsworthy Access Art Unit: Finding Circles – Visual literacy.</p> <p>Revisit/ ongoing throughout the year Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> |

Phonics - Phase 3 and 4

Working on blending adjacent consonants in words and apply this in writing.

Write each letter correctly.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge

Ways to support at home

- Share a story together, can you 'collect' any new words from the story? Can you find out what they mean?
- Think of a feeling. Can you find other words that mean the same thing? (e.g. sad, upset, glum). Can you make a feelings poster?
- Can you find a photo or picture you like. Can you write what's happening in the picture and why you like it? Remember to segment for spelling.
- Can you use the sound sheets we have sent home to write phase 4 words? Can you write a sentence using the new tricky words?
- Can you use items at home to make a repeated pattern? You could choose ABB, AAB, AABB or AABBB.

