

Literacy/English

Word reading 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.

Phonics: Little Wandle programme. short vowels, longer words, compound words, root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est. Tricky words; **said so have like some come love do were here little says there when what one out today**

Comprehension 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, non-fiction, rhymes and poems and during role-play.

Writing Write recognisable letters, most of which are correctly formed. Spell compound words by identifying sounds in them and representing the sounds with a letter or letters. Use capital letters, finger spaces and full stops to write sentences that can be read by others.

Mathematics opportunities (Mastery check)

To 20 and beyond: Children become more familiar with numbers beyond 10 and the pattern (stable order) of numbers to 20 and beyond. They will be familiar with larger numbers from daily routines such as counting children or the days in the month. First, ensure that children can say the numbers 11, 12 and 13 and support them to use one-to-one correspondence to count items beyond 10.

How many now? Children build on their understanding as they explore the change structure of addition (augmentation) by adding more and change structure of subtraction (reduction) by taking away. The focus is on increasing a quantity and decreasing a quantity by a given amount, while continuing to work within 10. To deepen learning, they will be provided with ‘first, then, now’ number stories where the ‘then’ part is missing.

Manipulate, compose and decompose: Children will explore the properties of shapes and spatial relations. Provide opportunities for children to explore the attributes of shapes and to select shapes for a particular purpose. They will explain why they chose a particular shape and why other shapes would not be suitable. They will explore using pattern block shapes and be encouraged to fill templates or make their own pictures. Children will explore selecting shapes for a purpose outside by using large-scale construction to build large models such as vehicles and dens.

Understanding the World/Science/History/Geography/R.E./Technology

Past and Present 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.

People, Culture and Communities. 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.

The Natural World 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.



Four Swannes Primary School

Medium term plan of learning experiences Summer 1

Summer 1 ‘24

‘Creepy Crawlies’

Minibeasts

15.04 Week 1

The Very Hungry

Caterpillar

22.04 Week 2

Mad about Minibeast

29.04 Week 3

Erol’s Garden

06.05 Week 4

Erol’s Garden

13.05 Week 5

Lifesize Creepy crawlies

20.05 Week 6

Superworm

Lifesize creepy crawlies

Festivals/Special

Occasions:

Ramadan (Islam) Vesak

‘Buddha Day’

(Buddhism)

Trips/Experiences:

Butterfly growing

Communication and Language

Listening, Attention and Understanding 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.

Speaking 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 appropriate. 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.

Personal, Social and Emotional/PSHE

Jig Saw scheme

Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.

Managing Self: 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.

Building Relationships: Build constructive and respectful relationships. Continue to develop their recognition of their feelings and consider the feelings of others. Continue to build on their conflict resolution skills with some adult support. Developing confidence in building constructive and respectful relationships.

Physical Development/P.E.

Fine 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.

Gross 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. Know and talk about different factors that support overall health.

Expressive arts and design/Art/Design/Music

Creating with Materials 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.

Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. 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.