

Literacy/English

Word reading. 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.

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 words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Mathematics opportunities

Sharing and grouping: Children will explore method of grouping. They will use their knowledge of equal and unequal groups to support them. When grouping, children divide a set by placing a given number of objects in each group and investigate how many groups they will require. Provide varied opportunities for children to recognise and make equal groups. The use of stories can provide meaningful contexts for grouping.

Visualise, build and map: Children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others. The focus is supporting children to draw out the unit of repeat.

Make connections: In this block, the focus is on making connections between all the aspects of maths that have been covered through the year. We look at deepening this understanding through developing children's reasoning and problem-solving strategies. Give children plenty of opportunities to engage in extended problem solving and develop their critical thinking skills. These problems can be linked to familiar stories, children's interests or real problems that arise as they play. Children may need support to carry out their plans and make adaptations. Ask children open ended questions to explore their thinking. Afterwards, encourage children to review and discuss their strategies.

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. What lives in the ocean? Children to name their favourite marine life and consider questions we will answer over the course of the term. Look at large sea life – fact files on 2 or 3 large sea creatures that the children choose to find out more about? The sea floor – what creatures would you find on the sea floor. How do they survive and what do they eat? Rockpools – what creatures would you find in a rock pool? How can we protect our oceans? Children to start to consider why it is important why we protect our marine life and oceans.



Four Swannes Primary School

Medium term plan of learning experiences Summer 2

Summer 2 '24

'Splash'

Water

03.06 Week 1

Snail and the Whale

10.06 Week 2

Handa's surprise

(Healthy eating week)

17.06 Week 3

Sharing a Shell

24.06 Week 4

The Rainbow Fish

(Trip)

01.07 Week 5

Shark in the Park

08.07 Week 6

The tiger who came to Tea
(Summer tea party)

Festivals/Special

Occasions:

Eid al-Fitr (Islam)

Fathers' Day Summer

Solstice/Midsummers

Day

Trips/Experiences:

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

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: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

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. Collaborative art to create large sea creatures to display in the classroom. What will children use to create different textures for sea and sand? Design and create an aquarium setting using recycled materials. Create paper plate fish – sharks, jellyfish, puffer fish. Children to choose materials and consider how to join these to create the desired effect.

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. Children to join in with a range of Ocean-themed nursery rhymes and songs. Puppet shows – use puppets to perform ocean-themed stories to their peers. Use percussion instruments to follow an ocean-themed story – how will the music change throughout the story?