

## Personal, Social and Emotional Development

### PSED Scheme: My Body and Growing Up.

Showing sensitivity to their own and to others needs. Independent with managing their own basic hygiene and personal needs. Being confident and resilient when trying new activities and when faced with challenges.

Preparing and discussing the transition to Year 1.

### CURRICULUM

#### Self-Regulation

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

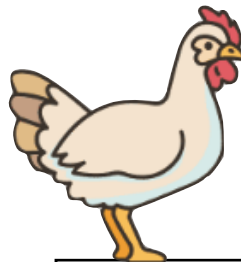
Explain the reasons for rules, know right from wrong and try to behave accordingly.

#### 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.



## Communication and language

Listening attentively and making comments/asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present and future tenses.

**Role Play** - Home Area: Taking care of the class baby.

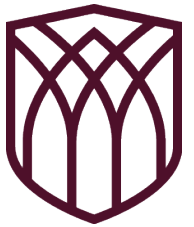
### CURRICULUM

#### 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

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.



**EARLY YEARS**  
**SUMMER TERM 2**  
**2023**

## FOOD & FARMING

### Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

#### Possible Focused Texts

**Fiction:** What the Ladybird Heard, What the Ladybird Heard Next, Farmyard Hullabaloo, A Squash and a Squeeze, The Cow That Laid An Egg, The Pig in the Pond, Farmer Duck, The Little Red Hen

**Non-Fiction:** Animals on the Farm, Machines on the Farm.



### Poetry Basket concludes with weekly 'Performance Friday'

Thunderstorm, Monkey Babies, Five Little Peas,  
If I Were So Very Small, Sliced Bread, A Little Shell.

### ENRICHMENT

Visiting Farmer Barnes Dairy  
Hambleton Bakery - Taste Testing  
Pizza Express - Pizza making - where do the ingredients come from?  
Farmer Foster visits the school

## Mathematics

Understanding the 'one more than/one less than' relationship between consecutive numbers. Counting beyond ten. Exploring the composition of numbers to 10 and then 20. Automatically recalling number bonds for numbers 0-5 and some to 10. Subitising.

### CURRICULUM

#### Numbers

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World**

This term the children will explore and understand the key features of the life cycle of a plant and an animal. The class will plant seeds and care for growing plants. They will begin to understand the need to respect and care for the natural environment and all living things.

Children will compare farm animal habitats to others, looking at similarities and differences. Looking at geological features on our trip to the farm.

We will look at farm vehicles and how they have changed over the years.

We will continue our FaceTime a Farmer links and learn about the life of a farmer and how they are important members of the community.

## **Science**

Exploring animal lifecycles. Learning about how to care for animals.

Investigating where we get food from. Discussing the parts of a plant.

## **Weekly Investigations**

Shaky changes. Hovercraft, water volcano in a bottle, D.I.Y trumpet, Underwater candle, marble drop.

## **CURRICULUM**

### **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.

### **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.

## **Literacy**

Writing recognisable letters. Spelling words by identifying sounds in them and representing the sounds with letters. Writing simple phrases and sentences using a capital letter and full stop, which can be read by others. Extending their sentences using adjectives and conjunctions.

Reading - Knowing the sounds for each letter in the alphabet and 24 digraphs.

Reading simple sentences and words consistent with their phonic knowledge.

Anticipating key events in stories. Demonstrating an understanding of what has been read to them by retelling stories and using newly learnt vocabulary.

Daily phonics sessions - Focusing on CVCC words with short vowel sound, CVCC words with phase 3 GPC, CCCVC and polysyllabic words.

## **CURRICULUM**

### **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.

### **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.

### **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, nonfiction, rhymes and poems and during role play.

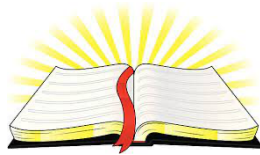


## RE

### Unit F6 - Which stories are special and why?

This unit enables children to become familiar with the idea that some books are holy books. Children learn stories from and about holy books, including stories about Jesus and Prophet Muhammad.

Children are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.



## Physical Development

Negotiating space and obstacles safely.

Moving in a range of ways. Demonstrating strength, balance, and coordination.

Being able to hold a pencil effectively. Efficiently using a range of small tools, such as scissors and tweezers. Dough Disco.

Movement for Learning and PE sessions.

## CURRICULUM

### Gross Motor Skills

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.

### Fine Motor Skills

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, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

## Expressive Arts and Design

Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations. Using props to retell and adapt stories and narratives. Singing and performing a range of well-known nursery rhymes and songs.

**Artist of the term** - Vincent Van Gogh

## CURRICULUM

### 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.

### Being Imaginative and Expressive

Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop storylines in their pretend play.

