

Summer 1 - Topic: Growing

Quality texts							
		<p><b>13th - 17th April</b> Planting &amp; seeds</p>	<p><b>20th - 24th April</b> Life cycles - Humans</p>	<p><b>27th - 1st May</b> Life cycles - Ducks</p>	<p><b>4th - 8th May</b> Life cycles - Caterpillars</p>	<p><b>11th - 15th May</b> Aspirations</p>	<p><b>18th - 22nd May</b> Season changes (summer)</p>
Enrichment		<p>16th - Planting beans</p>	<p>21st - Poetry competition</p> <p>22nd - Earth Day</p>	<p>27th - Duck eggs arrive</p> <p>29th - International Dance Day</p> <p>30th - Cooking egg muffins</p>	<p>5th - African World Heritage Day</p> <p>7th - Stay &amp; Play Nursery Rhyme Singalong</p>	<p>12th - cooking pitta pizza faces</p>	<p>19th - DT Day</p>
Communication & Language:	Listening & attention	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'The Extraordinary Gardener' and 'Once There Were Giants'</p>	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'The Growing Story'</p>	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'The Ugly Duckling'</p>	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'The Very Hungry Caterpillar or The Woolly Bear Caterpillar'</p>	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'People Who Help Us'</p>	<p>Daily carpet times</p> <p>Talk partners</p> <p>Story time - 'Tree: Seasons Come, Seasons Go'</p>

		Instructions - giving and following instructions					
	<b>Speaking</b>	Vocab of the day: soil, trowel, planted, imagination.  Show and Tell	Vocab of the day: instruction, unique, past, future.  Show and Tell	Vocab of the day: Hatch, duckling, incubate, plumage.  Show and Tell	Vocab of the day: Chrysalis, larva, transform, emerge.  Show and Tell	Vocab of the day: Aspire, proud, future, career.  Show and Tell	Vocab of the day: Temperature, blossom, climate, weather.  Show and Tell

	<p><b>By the end of summer 1, children will:</b></p> <ul style="list-style-type: none"> <li>- Use new vocabulary throughout the day.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Describe events in some detail.</li> <li>-Develop social phrases</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>- Listen carefully to rhymes and songs paying attention to how they sound.</li> <li>- Learn rhymes, poems and songs.</li> <li>-Engage in non-fiction books</li> </ul>
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<b>Personal, Social &amp; Emotional Development</b>	<b>Weekly JIGSAW sessions - Healthy Me</b>						
	<b>Making Relationships</b>	2X weekly PSED sessions - School value - kindness	2X weekly PSED sessions	2X weekly PSED sessions	2X weekly PSED sessions	2X weekly PSED sessions	2X weekly PSED sessions
	<b>Sense of Self</b>	2X weekly PSED sessions	2X weekly PSED sessions -	2X weekly PSED sessions - school values session on tenacity	2X weekly PSED sessions - school values session on integrity	2X weekly PSED sessions	2X weekly PSED sessions



		snack time Planting bean seeds	snack time	snack time Baking	snack time	snack time Making pizzas	snack time
	<b>Health and Self-Care</b>	Body awareness and expressing my needs Bedtime routine - first, then, last	Healthy choices - which foods do they prefer (vote) Self-care station	Dressing skills - puddlesuits and wellies Why do we brush our teeth?	Dressing skills - puddlesuits and wellies Parts of our body - naming and identifying	Dressing skills - puddlesuits and wellies Hygiene glitter germs	Dressing skills - puddlesuits and wellies - zips and buttons Tasting and describing foods
		<p><b>By the end of summer 1, children will:</b></p> <ul style="list-style-type: none"> <li>-Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Pencils, paintbrushes, scissors, knives, forks and spoons.</li> <li>-Use their core muscle strength to achieve good posture when sitting at the table or sitting on the floor.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>-Further develop the skills they need to manage the school day successfully.</li> </ul>					
<b>Literacy</b>	<b>Comprehension</b>	RWI Phonics daily lesson Home reading	RWI Phonics daily lesson Home reading	RWI Phonics daily lesson Home reading	RWI Phonics daily lesson Home reading	RWI Phonics daily lesson Home reading	RWI Phonics daily lesson Home reading
	<b>Reading</b>	RWI Phonics daily lesson Display new tricky words: put	RWI Phonics daily lesson Display new tricky words: the, I	RWI Phonics daily lesson Display new tricky words: no, of	RWI Phonics daily lesson Display new tricky words: my, for	RWI Phonics daily lesson Display new tricky words: he, me	RWI Phonics daily lesson Display new tricky words and recap
	<b>Writing</b>	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Immersion and vocabulary in the story  Daily mark-making area in continuous provision	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Introduction to what instructions area  Daily mark-making area in continuous provision	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Writing a list of what you will need  Daily mark-making area in continuous provision	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Writing instructions  Daily mark-making area in continuous provision	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Writing helpful hints  Daily mark-making area in continuous provision	<b>Ready Steady Write: 'The Extraordinary Gardener'</b> Write a sentence observing your bean seed growing  Daily mark-making area in continuous provision

**By the end of summer 1, children will:**

- Form lower-case and capital letters correctly.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words (red words)
- Read a few common exception words matched with the school's phonic programme.
- Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop.
- Re-read what they have written to check that it makes sense.

Mathematics	Comparison, counting, cardinality and ordinality	<p><b>Mastering Number - Week 12</b> - Counting, ordinality and cardinality</p> <p>Class jobs - counting</p> <p>Registration- counting how many children</p>	<p><b>Mastering Number - Week 13</b> - Composition</p> <p>Class jobs - counting</p> <p>Registration- counting how many children</p>	<p><b>Mastering Number - Week 17</b> - Comparison</p> <p>Class jobs - sharing</p> <p>Registration- counting how many children</p>	<p><b>Mastering Number - Week 18</b> - composition</p> <p>Class jobs - sharing</p> <p>Registration- counting how many children</p>	<p><b>Maths No Problem - Term 3, week 1</b> - Counting on to add</p> <p>Registration- counting how many children</p>	<p>Maths challenges</p> <p>Registration- counting how many children</p>
	Shape, space, pattern and measure	<p>Continuous provision blocks and building materials</p> <p>Maths games</p>	<p>Continuous provision blocks and building materials</p> <p>Maths games</p>	<p>Continuous provision blocks and building materials</p> <p>Maths games</p>	<p>Continuous provision blocks and building materials</p> <p>Maths games</p>	<p>Continuous provision blocks and building materials</p> <p>Maths games</p>	<p><b>Maths No Problem - Term 3, week 7</b> - Mass</p> <p>Continuous provision blocks and building materials</p> <p>Maths games</p>

**By the end of summer 1, children will be able to:**

- Estimate the number of things, showing understanding of relative size
- Recite numbers from 0 to 10 (and beyond) and back from 10 to 0
- Become increasingly confident at putting numerals in order 0 to 10 (ordinality)
- Engage in subitising numbers to four and maybe five
- Count out up to 10 objects from a larger group
- Match the numeral with a group of items to show how many there are (up to 10)
- Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- In practical activities, add one and subtract one with numbers to 10
- Spots patterns in the environment, beginning to identify the pattern or rule
- Start making comparisons of length, weight or capacity
- Order and sequence events using everyday language related to time

		Garden centre role play area provision					
		Understanding the World	People & Communities		Comparing baby photos	Learn a dance from a different culture	Comparing African culture to ours
The World	Seasons walk		Life cycles Outdoor learning	Learn about caring for ducks Outdoor learning	Life cycles Outdoor learning	Outdoor learning Weather	Seasons and summer walks Trees/observation Outdoor learning
Technology			Changes in past vs present	BeeBots Cooking/change	BeeBots	Cooking/change	
		<p><b>By the end of summer 1, children will:</b></p> <ul style="list-style-type: none"> <li>-Describe that they see, feel and hear whilst outside.</li> <li>- Understand the effect of seasons on the natural world around them.</li> <li>-Recognise some environments that are different from the one in which they live.</li> <li>-Makes observations of animals and plants and explains why some things occur, and talks about changes</li> <li>-Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>					
		Kapow - Craft and Design					
Expressive Art & Design	Creating with Materials	<p><b>Weekly KAPOW lessons</b> Lesson 1: Cutting skills</p> <p>Creative area continuous provision</p>	<p><b>Weekly KAPOW lessons</b> Lesson 2: Threading skills</p> <p>Creative area continuous provision</p>	<p><b>Weekly KAPOW lessons</b> Lesson 3: joining materials</p> <p>Creative area continuous provision</p>	<p><b>Weekly KAPOW lessons</b> Lesson 4: Paper snakes</p> <p>Creative area continuous provision</p> <p>Making African masks</p>	<p><b>Weekly KAPOW lessons</b> Lesson 5: Flower designs</p> <p>Creative area continuous provision</p> <p>Observational drawing flowers</p>	<p><b>Weekly KAPOW lessons</b> Lesson 6: Tissue paper flowers</p> <p>Creative area continuous provision</p> <p>Observational drawing beanstalks</p>
	Being Imaginative & Expressive	<p>Daily group singing time</p> <p>Dress up area</p>	<p>Daily group singing time</p> <p>Music area outdoors</p> <p>Dress up area</p>	<p>Daily group singing time</p> <p>Music area outdoors</p>	<p>Daily group singing time</p> <p>Nursery rhyme singalong performance</p>	<p>Daily group singing time</p> <p>Dress up area</p>	<p>Daily group singing time</p> <p>Dress up area</p>

			Dress up area	Dress up area		
		<p><b>By the end of summer 1, children will:</b></p> <ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-Create collaboratively, sharing ideas, resources and skills.</li> <li>-Develop storylines in their pretend play.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>				
Cooking/tasting	New fruits for snack		Egg muffins	African food tasting	Pitta pizzas	