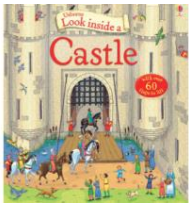




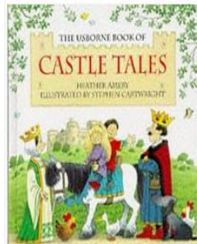
Castles, Knights & Dragons

Summer Term

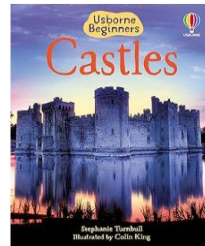
Look Inside a Castle
(Conrad Mason & Barry Ablett)



Castle Tales
(Heather Amery)



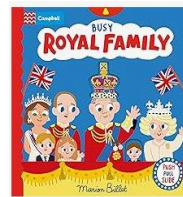
Castles
(Stephanie Turnbull)



Knight Time
(Jane Clarke & Jane Massey)



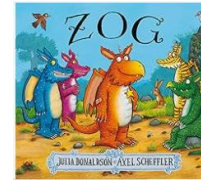
The Busy Royal Family
(Marion Billet)



Hector and the Big Bad Knight
(Alex Smith)



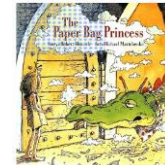
Zog
(Julia Donaldson)



Knights & Dargons Unite
(Twinkl Original)



The Paper Bag Princess
(Robert Munsch)



It Is So Hard to Be a Princess
(Tatiana Bell)



Prime Areas of Learning- Focus Objectives

Communication and Language Focus

Personal Social and Emotional Development

Physical Development

Educational Programme: Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Development Matters (Rec):

- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts

ELGs:

LAU: 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

S: Making use of recently introduced vocabulary from stories

The children have engaged well with fiction books and regularly use story language in their talk and their play. They have had less explicit engagement with non-fiction and there have been fewer planned for opportunities to explore the layout and content of non-fiction. This topic lends itself well to exploring non-fiction and using facts and information as a basis for conversation, comparisons and discussion. The history focus of this topic support children to talk about the past and the present and introduces new historically specific vocabulary for children to explore and use.

Educational Programme: Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want.

Development Matters (Rec):

- Manage their own needs: personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian
- Express their feelings and consider the feelings of others.
- See themselves as a valuable individual

ELGs: SR: Begin to regulate their behaviour accordingly

SR: Show independence, resilience and perseverance

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

BR: Show sensitivity to their own and to others' needs

BR: Show sensitivity to their own and to others' needs.

Our PSHE focus is on Relationships first half term and directly teaches managing friendships, developing relationships with others and dealing with some possible challenges linked to friendships and working with others. By engaging with people from the past and presents, children will be supported to look for links and similarities to encourage empathy.

This second half of the term is all about Changing Me, and has a transition focus, with children preparing to move to Year One. There will be regular opportunities to reflect upon their time in Cherry Class, their achievements and their development, as well as looking forward to the future, setting goals and exploring their feelings and questions about moving into Maple class. Children will have transitional opportunities to work with Maple Class, to have storytimes with Mrs Haggart and to spend time in Maple.

Educational Programme: Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Development Matters (Rec):

- Develop the overall body strength, co-ordination, balance and agility needed to engage with disciplines including dance
- Further develop and refine a range of ball skills including: throwing, catching, passing, kicking, batting and aiming
- Develop confidence, competence, precision and accuracy, when engaging in activities that involve a ball

ELGs: GMS: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and co-ordination.

Children will continue developing their skills and object control skills across this term. Now that they have secured good balance skills, they will use these to support their object control, rolling, trapping, throwing and catching in a range of ways and applying these skills to different challenges.

Children will continue to develop their pencil grip in order to support their drawing and writing skills.

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
<p>Asking and answering questions</p> <p>Using questions as a starting point for play</p> <p>Regular story times with lots of discussions</p> <p>Fiction and Non-fiction books accessible at all times</p>	<p>Asking questions using wow words</p> <p>Adults modelling back and extending pupils' comments</p> <p>Exploring open-ended resources and real artefacts from different religions.</p> <p>Indoor and outdoor role play areas to extend and learn new vocabulary.</p>	<p>Story times – ask questions, answer questions, discussing vocabulary, exploring character choices, making predictions</p> <p>Modelling using a question to begin new type of play – investigating</p> <p>Sharing books/singing rhymes with children</p>	<p>Narrating children's emotions/options in play</p> <p>Structured play</p> <p>Turn-taking</p> <p>Using emotions language</p> <p>Adults narrating their feelings/choices.</p> <p>Using emotion coaching to support individuals.</p> <p>Emotions teddies to help recognise feelings</p>	<p>Turn-taking games</p> <p>Teamwork opportunities</p> <p>Open-ended play set-ups</p> <p>Large-scale construction requiring teamwork/strength</p> <p>Books/book boxes/set ups with social aspects.</p>	<p>Jigsaw sessions focus on emotions and managing conflict</p> <p>Story time discussions with emotions focus</p> <p>Modelling sharing/collaboration.</p> <p>Social stories</p>	<p>Squiggle Me Into A Writer</p> <p>Sitting "Ready" on the carpet and in phonics</p> <p>Adventure Playground</p> <p>Daily Phonics lesson including writing.</p> <p>1x weekly PE lessons & 1x Forest School session</p> <p>Outdoor Adventure</p> <p>Weekly fine motor skills activities – threading, cutting, loose parts, tweezers, painting, tools.</p> <p>Forest School</p> <p>PE Lessons</p> <p>Supporting large scale construction</p> <p>Handwriting support</p>		

Specific Areas of Learning

Literacy

Educational Programme: It is crucial for children to develop life-long love of reading. Adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading involves decoding and recognition of familiar printed words.

Development Matters (Rec):

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words
- Form some lower case letters correctly
- Spell words by identify the sounds

ELGs:

Comp: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **Read:** say a sound for each taught letter.

Read: Read words consistent with their phonic knowledge by sound blending.

Writing: Write recognisable letters for the sounds taught.

Children are beginning to confidently write simple sentences, dictated to them. Children will now have more opportunities to write more freely and will begin writing for different contexts e.g. non-fiction, answers to questions, facts, descriptions. Children will be encouraged to automatically read back their writing to check it makes sense and to check for errors

Mathematics

Educational Programme: Developing a strong grounding in number is essential. Children should be able to count confidently. By providing frequent and varied opportunities to build and apply understand of number – such as using manipulatives including small pebbles and ten-frames for organising counting children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Development Matters (Rec):

- Count objects, actions and sounds
- Subitise
- Link the number symbol (number) with its cardinal number value
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Continue & copy patterns
- Compare capacity

ELGs:

N: Have a deep understanding of number to 10.

N: Subitise.

Children all have a strong understanding of the numbers to 10 and will now be using this to support their understanding of teen numbers and of the number pattern beyond 20. Children will be given opportunities to explore numerals, visuals, Numicon, ten frames and other ways of representing amounts. They will manipulate and build amounts and use these in gamed and activities. They will continue to explore addition and subtraction and will have practical opportunities to explore spatial awareness my manipulating, composing and decomposing shapes.

<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>	<u>Routines</u>	<u>Provision</u>	<u>Adult Led</u>
Oral blending of adult instructions Oral blending games New sound each day A minimum of 2 story times a day Nursery rhymes/songs daily	Writing opportunities across the classroom Regularly updated book corner Linked books available across provision Sounds and tricky words displayed in the classroom Adults sharing stories with children during CP	Daily Phonics lesson 2x weekly reading practice sessions Minimum of 2 story times a day Group times linked to Book of the Week Lots of book talk	Counting number of children in class each day, Morning routine (days, date, children) How many children are we waiting for? How many drinks are left? Etc. Counting child in and out, discussing the time, spatial games	Maths area with resources Weekly Big Maths Maths opportunities across room e.g. shop, clocks, timers, rulers, measuring tapes Numberblocks resources and episodes Shape art initiations	Daily whole-class taught session Number songs 1:1 support with Big Maths Week group task – open ended with extension opportunities

Understanding of The World

Educational Programme: Guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters (Rec):

- Talks about members of their immediate family
- Name and describe people who are familiar to them
- Compare and contrast characters from stories, including figures from the past.
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one which they live.
- Understand the effect of changing seasons on the natural world around them.
- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate times in different ways

ELGs:

PCC: Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.

PP: Talk about the lives of people around them and their roles in society.

PP: Understand the past through characters and events encountered in books read in class.

TNW: Understand some important processes and changes in the natural world around them, including the seasons.

This topic is History-focussed and provides explicit and purposefully planned opportunities to meet these goals and help children develop an understanding of past and present, across different periods of time. Books of the Week are used to introduce key figures/events/themes in history and the vocabulary needed to understand them. Children will engage with photographs, videos, artefacts and class visitors to support their historical understanding.

Routines

Provision

Adult Led

Diverse Books of the Week with sessions, conversation and learning invitations based on them. Daily weather conversations and seasons songs

Book of the Week linked CP – journeys, cultures and learning about other countries
Role play opportunities to engage in travel, exploring art from other cultures,

Sharing book of the week
Weekly topic sessions exploring journeys and transport
Exploring birthdays/ Christmas
Music/Art/PSHE sessions based on travel/journeys

Expressive Arts and Design

Educational Programme: regular opportunities to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Development Matters (Rec):

- Explore and use a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Develop storylines in their pretend play.

ELGs:

CwM: Safely use and explore a variety of materials.

CwM: Share their creations, explaining the process they have used.

BIE: Invent, adapt and recount narratives and stories with peers and their teacher.

BIE: Sing a range of well-known nursery rhymes and songs.

Children have had lots of artistic experiences and will have opportunities to revisit and refine these skills during this term. We will also continue to focus on providing children with further opportunities to explore open-ended creative opportunities on their own and with others. This aims to support them to develop an awareness of their own likes and interests, and to help them build their teamwork and communication skills with others. Children will be provided with opportunities to portray aspects of their own life e.g. themselves, their families, their homes etc. which will open up discussions and comparisons with peers. Children will also have opportunities to work on D & T projects, collaborative art pieces and transient art that requires communication, decision-making, teamwork and trust. Music, singing and rhymes will be part of children's daily routines and children will be enveloped in stories and new language. Children will also have sustained periods of Choosing Time in which they can develop their own creative opportunities to express and establish themselves within our class

Routines

Provision

Adult Led

Daily singing time
Opportunities to display children's work
Constant access to art resources.
Singing, rhyme, rhythm

Instruments available
Art area with continual access to resources
Adults to model and support art skills
Opportunities for group projects and transient art

Daily singing group times
Weekly music lesson
Adults to sing/rhyme/draw/paint with pupils

Characteristics of Effective Teaching and Learning:

Children will be expected to apply their more complex reading, writing, maths and language skills into their play, using their learning skills to achieve this.

There will be a big focus on resilience and problem solving and change as we prepare them for YR1.