

Summer Term Planning

Geography	History	DT	Art	Music	Science	Computing	
Physical Development			Gross Motor Children know how to sit upright on the carpet or at a table for 20 minutes. Children know how to hop, skip, jump and dance in time to a simple beat. Children know how to : - Bounce a ball - Change running direction Throw, catch, dribble, bat and aim a ball and apply these skills in different active games. Children know how to move to music finding a space independently and avoiding obstacles Children know how to ride a balance bike independently, avoiding obstacles		Fine Motor Children know how to form letters unaided, writing on a line. Children know how to use a small paintbrush with control and precision. Children know how to use a range of tools competently and confidently Children know how to neatly cut around different shapes and lines. Children know how to use clay tools with control to make sand/dough models. Children know how to use a knife and fork with control.		Health and Hygiene Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body - What foods are healthy for us.
ELGs: Gross Motor Skills: Children at the expected level of development will: - 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: Children at the expected level of development will: - 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.							
Communication and Language			Listening, attention and understanding Children know how to listen carefully and follow simple three step instructions. Children know how to sit and listen to a story and describe the events in some detail. Children know how to sit and listen to a non-fiction text and talk about some of the information they have learned. Children know how to confidently use new vocabulary when talking about their work and during their play.		Speaking Children learn and join in with new words topic related rhymes and songs. Children learn and join in with new poems. Children confidently use topic vocabulary when talking about their work and during their play Children know how to retell a story using 'book talk' Children know how to retell stories accurately from our core texts and in their independent play. Children know how to use social phrases within their play "Stop. I don't like that" "I'm		

		feeling left out" "Please know how to we share?" Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made..." I used ..." I am really proud of ..." children talk about improvements they have made Children know how to ask questions about new information/topics Children provide lots of detail when talking about things that interest them.	
ELGs: Listening, Attention and Understanding: Listening, Attention and Understanding Children at the expected level of development will: - 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: Children at the expected level of development will: - 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 Development	Self-regulation Children routinely recognise others' emotions and comfort/are sensitive to individual needs. Children know how to use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please know how to we share?" Children understand that they have to wait for an adult or resource and know how to wait patiently. Children talk in detail about what they are going to do and what they will need Children know how to say "I have been/made..." I used ..." I am really proud of ..." children talk about improvements they have made Children know how to listen carefully and follow three step instructions. Children know how to listen to an adult and talk about what good listening is.	Managing Self Children know how to talk about: - How to cross the road safely - Why a good night's sleep is important - Screen time at home - Why we brush our teeth - How exercise affects our body - What foods are healthy for us. Children independently get changed for PE and know how to use buttons to get themselves dressed Children know how to put a painting apron on independently. Children know why we have rules and know how to explain what good behaviour is. Children know how to try different ways to solve a challenge. Children know how to say something they are proud of and talk about what they have learned (growth mindset focus)	Building Relationships Children know how to listen to the views of others in play situations. Children respect others' ideas during play. Children routinely recognise others' emotions and comfort/are sensitive to individual needs.

ELGs:**Self-Regulation:**

Children at the expected level of development will:

- 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:

Children at the expected level of development will:

- 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:

Children at the expected level of development will:

- 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

Literacy	Word Reading Children know how to read double consonant sounds. Children know how to read words containing double consonant sounds. Children know how to chunk and read longer words (See Little Wandle overview)	Comprehension Children know how to confidently retell a story using 'book talk'. Children make a sensible prediction about what might happen next in a story. Children know how to retell stories accurately from our core texts in their chosen play. Children know how to talk about characters from a variety of stories	Writing Children know how to form most letters unaided, writing on the line. Children know how to draw or write words using phase 3 graphemes independently Children know how to re-read what they have written to an adult. Children show an understanding of using full stops and capital letters when writing independently.
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ELGs:**Comprehension:**

Children at the expected level of development will:

- 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

Word Reading:

Children at the expected level of development will:

- 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.

Writing:

Children at the expected level of development will:

- 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 know how to be read by others.			
Maths	NUMBER To consolidate previous learning: Subitising Counting Composition Sorting and matching Comparing Ordering Counting Children know how to match quantities to numerals for all numbers to 20 Children know how to recall double facts Composition Children know how to build and identify numbers to 20 using a range of resources. Children know that a teen number is made up of tens and ones Children know how to recall number bonds to 5 and 10 Children know how to find a matching partner number cards and pictures of groups of objects (number bonds to 10) Children know how to understand that quantities of groups know how to be changed by adding more Number Formation Children know that a teens number is made up of 10s and 1s	NUMERICAL PATTERNS To consolidate previous learning: Subitising Counting Composition Sorting and matching Comparing Ordering Counting Children know how to count on and back beyond 10 noticing patterns. Children know that double means twice as many Children know how to find doubles using objects and 10s frames Ordering/Comparing Children know how to compare items by building patterns using 10s frames, exploring odd and even and grouping into pairs. Composition Children know how to use mathematical stories to show addition and subtraction. Children know how to talk about odd and even numbers; recognising that an even number contains pairs. Children know how to split a group of objects and share it in to two equal groups.	SHAPE, SPACE, MEASURE Measures: Children use their environment to explore capacity, weight and length, solving problems independently. Shape Children know how to solve shape problems (find the shape that's missing, rotate the shape to fit) Children know how to recognise different representations and rotations of shape. Children know how to use shapes to make new shapes, e.g. triangles to make a square. Children know how to give positional instructions (Beebots) and use their shapes to recreate models, real places and story places. Spatial reasoning Children know how to make maps and plans to represent places using different directional language (first, next, then)
	ELGs: Number: Children at the expected level of development will: - 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: Children at the expected level of development will: - 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 know how to be distributed equally.		

Understanding the World	Past and Present Children compare people's lives from the past to their own experiences. Children comment on what life is like now and what life was like in the past using pictures and artefacts. (Past seaside's – built on again in Y2) Children say what they have learned about the past from reading books together.	People, Culture and Communities Children know how to make maps (Beebots) and plans to represent places using directional language (first, next, then) Children know how to talk about similarities and difference between countries using stories, maps and non-fiction texts. UC: Creation FI Why is the word 'God' so important to Christians? LAS EYFS Unit Our beautiful world	Natural World Children know how to talk about and draw some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children know how discuss how to care for the natural environment around them. Children know how to discuss how the seasons change and the similarities and differences between the four seasons.
Expressive Arts and Design	Creating with Materials Encourage the children to use a hole punch, single and double. Children will be able to effectively use split pins and treasury tags. Children demonstrate more complex folding and tearing (collage) Children know how to join using a hole punch and wool and extend to using a darning needle. Children to use equipment and media with increased confidence (painting, dough, printing, collage, modelling, drawing) Children know how to use a small paintbrush/pencil with control and precision. Children know how to talk about what their model needs to have (function) to make it (dough/modelling) Children know how to confidently retell a story using "book talk" Children know how to retell stories accurately from our core texts in their chosen play. Children choose their own props from the classroom to help retell their story (deconstructed) Children know how to say "I have been/made..." "I used ..." "I am really proud of ..." children talk about improvements they have made Children know how to listen to the views of others in play situations. Children respect others' ideas during play. Children routinely recognise others' emotions and comfort/are sensitive to individual needs.	Being Imaginative And Expressive Children invent a story line independently within their play. They adapt a story line to take into account the ideas of others. Children learn and join in with new topic related rhymes and songs. Children sing in groups and on their own in a range of situations, trying to match the pitch and melody. Children move rhythmically in time to music/poem/story. Children know how to link two or three movements (shapes/levels) during dance, with or without music working in a group Children know how to talk about how music makes them feel and talk about why. *1920s music – Kandinsky Children know how to talk about dance and performance art in detail, including explaining feelings like likes and dislikes. Children independently and collaboratively use musical instruments to perform songs/dances/poems.	

ELGs:

Creating with Materials:

Children at the expected level of development will:

- 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:

Children at the expected level of development will:

- 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.