

| Class | | Summer 1 |
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| | | Growth and Change |
| | | We aspire for everyone to achieve their potential . This in itself is the effect of growth and change. |
| R | | Growing and Changing <i>Observation of changes</i> |
| Y1 | | Let's Explore <i>What do I wonder about our world?</i> |
| Y2 | | Look at that beanstalk grow! <i>Growth and changes in plants and fairytales</i> |
| Y3 | | The History of our Victorian School <i>How has our school grown and changed?</i> |
| Y4 | | Cambridgeshire <i>How have we grown with the land over time?</i> |
| Y5 | | Ancient Greece <i>Growth of the Greek Empire</i> |
| Y6 | | Brilliant Britain <i>How has Britain changed and developed since WW2?</i> |

Physical Development:

Games: 'Best of Balls' / 'Olympic Games' – Developing 'sending' and 'receiving' skills / exploring ways of jumping and travelling at speed
Fine motor skills – pencil control and scissor skills

Communication and Language:

Listening to and recreating stories and rhymes – 'Chicken Licken' / 'Rosie's Walk' / 'The Hungry Caterpillar' / 'Growing Tadpoles' / 'The Tiny Seed' / 'Jack and the Beanstalk' / 'Jasper's Beanstalk'.
Exploration of non-fiction texts e.g. 'Egg to Chick' / 'Tadpole to Frog' / 'Seed to Sunflower' / 'Caterpillar to Butterfly'
Show and tell – developing confidence talking to an audience; asking and answering questions

We will also be learning:

- **RE:** Understanding Christianity: **Incarnation Unit (Part 2)** - What makes every single person unique and precious?
- **Forest School:** continued focus on social, physical, intellectual, communication, emotional and spiritual development whilst exploring own ideas in the natural world. Exploration and comparison of animal habitats.
- **Computing:** Using technology to find things out / choosing ICT for a purpose e.g. cameras / lightbox. Developing competence using ipads to explore and record.
- **Picture News:** discussing weekly topical news

Personal, Social and Emotional Development:

Keeping Safe:

- At school, at home and in the neighbourhood,

My Body and Growing Up:

- Understanding our bodies, keeping clean, people who care for us, growing up

Growing and Changing

Literacy:

Little Wandle Letters and Sounds Revised - Consolidation of Phase 2 and Phase 3 Phonics – Introduction to Phase 4 Phonics - Blending and segmenting single syllable CVCC/CCVC and CCVC/CCVC/CCVC words (including Phase 3 digraphs) and longer words i.e. 2 syllable words / compound words / root words ending in – ing, -ed/t/, -ed/id/ /ed/, -est.

Developing independence reading and writing words / captions / simple sentences / poems / lists and labels; applying phonics knowledge

Handwriting – Developing confidence forming cursive letters in letter families

Understanding the World:

Exploring similarities, differences and patterns of growth and change in plants and seeds / animal life cycles; chicks, caterpillars, tadpoles
Continued exploration of summer traditions, festivals and celebrations in our families / around the world

Expressive Arts and Design:

Painting from observation / drawing from imagination
Modelling using junk modelling and sculpting using playdough
Creating collages and multi-media pictures of animals and plants exploring shape, colour and form

Topic songs, rhymes, dance and role play / responding to 'Animal' music e.g. 'Carnival of the Animals'

Maths:

White Rose: Numbers to 20 and beyond - Representing & composing, comparing & ordering, counting & 'subitising' numbers beyond 10/ Identifying and using counting patterns beyond 10 / Adding 'more' by counting on / Taking away by counting back

SSM: Spatial Reasoning – Exploring and matching shape arrangements / Combining shapes to make new ones; exploring tangrams, jigsaws and puzzles

Neurons:

Prior Learning – YN: Exploring my local environment, naming creatures and talking about what they can do
Future Learning – Y1: Asking and answering my own questions about the world

Great and Little Shelford

