

Class	Summer 2
	Curiosity
Our vision sets out that we aspire for all of us in our <b>community</b> to <b>achieve our potential</b> . <b>Being curious enables us to ask and explore questions, wonder and learn. We aim for this to form foundations for all of us to become life-long learners.</b> T	
R	<b>Magnificent Machines</b> <i>How does it work?</i>
Y1	<b>Let's Explore</b> <i>What do I wonder about our world?</i>
Y2	<b>Seaside</b> <i>Is the sea actually blue?</i>
Y3	<b>Who lives here?</b> <i>How do need s link to habitats?</i>
Y4	<b>Planet Earth</b> <i>What can we do to help look after our world and all its inhabitants?</i>
Y5	<b>The Olympics</b> <i>Why did the Olympics start?</i>
Y6	<b>Black and British</b> <i>How have attitudes changed over time?</i>

#### Physical Development:

Swimming (developing water confidence)  
Games: 'Olympics' – Developing 'athletics' activities, running, throwing, jumping, competing (against our targets and others)  
Fine motor skills – pencil control and scissor skills

#### Communication and Language:

Understanding and responding to the main parts of a story. *Tom's Magnificent Machine / The Train Ride / Up, up up / Emma Jane's Aeroplane / 100 Decker Bus / Noah Built a Boat / You Choose* Acting out stories (developing expressive vocabulary). Using talk to clarify ideas.  
Show and tell – developing confidence talking to an audience; asking and answering questions

#### Personal, Social and Emotional Development:

My Body and Growing Up  

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

Keeping Safe:  

- At school, at home and in the neighbourhood

#### Understanding the World:

Exploring differences and similarities in relation to objects and materials. Exploring why some things occur and talk about changes.  
Investigating 'machines' in the past and comparing with the present.  
Continued exploration of summer traditions, festivals and celebrations in our families / around the world

#### Neurons:

Prior Learning – YN: Exploring 'technology' in my environment / through role play, naming items and talking about what they can do  
Future Learning – Y1: Asking and answering my own questions about the world

Great and Little Shelford



# Magnificent Machines

#### Expressive Arts and Design:

Painting from observation / drawing from imagination – vehicles and machines  
Printing trains and rockets  
Modelling using junk materials – boats / kites / hot air balloons  
Creating collages and multi-media pictures of machines and vehicles e.g. double decker bus  
Topic songs, rhymes, dance and role play

#### We will also be learning:

- **RE:** Understanding Christianity: **Creation Unit** . How can we care for our wonderful world?
- **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 / beebots. Developing competence using ipads / online programmes to explore and record.
- **Picture News:** discussing weekly topical news

#### Literacy:

Little Wandle Letters and Sounds Revised:  
Consolidation of Phase 2 and 3 Phonics and development of Phase 4 phonics skills – Blending and segmenting words with adjacent consonants and long vowel sounds / longer words. Exploring words with alternative pronunciations for different word endings e.g. -s (/z/ or /s/), -es, -ing, -er, -est and -ed (/t/ or /id/ or /ed/ or /d/). Developing independence reading and writing words /captions /simple sentences / poems / lists and labels; applying phonics knowledge  
Handwriting – Developing confidence forming cursive letters in words / numbers and capital letters

#### Maths:

White Rose Phase 9&10: Find my Pattern / On the Move  
Consolidating and deepening key skills: Counting and subitising numbers / sorting and matching, comparing and ordering numbers / composition of numbers (to 20)  
Doubling, sharing and grouping / Finding halves and making equal groups  
Exploring even and odd numbers  
SSM: Patterns and Relationships / Spatial Reasoning