


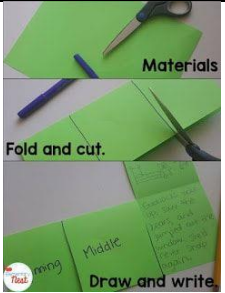











	Prime Areas			Specific Areas				
Week / Big Book	PSED Topic: Change, healthy me	Physical Development	Communication & Language <i>Answer 'how' and 'why' questions about their experiences and in response to stories or events. 2 Give attention to what others say and respond appropriately, while engaged in another activity. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</i>	Literacy	Letters & Sounds	Mathematics	Understanding the world Our world whole school topic: Plants, Summer, Farm, animals, nature, places, world,	Expressive Arts & Design
<p>7.6.21 - 11.6.21 Farmer Duck</p> <p>Focus: Story Structure</p>	<p>Working together What is a team? Why is important to work together? How do we work well as a team?</p> <p>PSED games: Place a number of small world farm toys on a tray and cover with a blanket. Ask children to guess how many are there, then check by counting them. Remove one of the objects, can they say which one has gone?</p> <p>PSED: Play I went to the farm and I</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics)</p> <p>CP - Sending/aiming</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters:</p>	<p>Learning the story - Farmer Duck</p> <p>Role play area - exploring the settings for the story - does it stay the same throughout the story?</p> <p>Literacy: talking about the order of events in the story and the story structure.</p> <p>Literacy: use storypath to explain the events in order.</p> <p>UTW- Exploring the lifecycle of a duck and answering why and how lifecycles work?</p>	<p>Wow Starter- Story structure Mixing bowl- to explore the ingredients of a good story. Create a story structure working wall: (puzzle connected together) WOW: Children to complete activities in order to explore story structure: making chocolates and chocolate boxes, making duck headband and completing farmers jobs on the farm, Create a group animal planning meeting to explore ending. Children to explore role-play area (farmhouse) - dressing as characters, using props</p> <p>Create a story path- with vocabulary such as beginning, middle and end...</p>	<p>Green group Consolidation of phase 3.</p> <p>Yellow group Revising and blending of Phase 3 sounds.</p> <p>Red group Phase 2 consolidation, learning the final alphabet sounds from phase 3 - beginning digraphs if ready.</p>	<p>Starter: Counting forwards and backwards 0-20</p> <p>Shape Shape - 2D 3D shape and patterns. Making farm vehicles out of 3D shapes. Farmer animals. Farm animals and putting them in different positions.</p> <p>Pattern creations using 3D shapes.</p>	<p>Lifecycle of a duck: Talking about changes Use own create methods to represent lifecycle of a duck e.g collage, playdough, cutting and stick lifecycle and own drawings.</p> <p>Science feather experiment- linked to duck. Wax/waterproof</p>	<p>Artists: 2D shapes Wassily Kandinsky - Circles and Triangles Pack Shapes colour mixing patterns.</p>  <p>Wassily Kandinsky</p> <p>Make giant farm vehicles. Talk about the history of farm vehicles.</p> 

	<p>saw.... Game. Each child in group says something they might see on a farm and the next person has to add another item to the list and say what the previous people saw too!</p>	<p>c a o d s g q e f</p>		<p>Writing/ reading words / captions from the story - labelling the setting</p> <p>Practicing letter formation and words - painting, chalks on floor, shaving foam etc.</p>				
<p>14.6.21-18.6.21 Farmer Duck</p> <p>Focus: Story Structure</p> <p>Eric Carle</p>	<p>PSED: Changes - What does change mean? Talking about little and big changes- explain changes which happen because we have control over them e.g manipulating materials/ textures.</p> <p>- Explore Sharing a story about someone who had to cope with a change</p> <p>PSED: story: Harold's worst nightmare. Father's day (Sunday 20th June) The role of fathers/father figures</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics) &</p> <p>CP - Sending/aiming</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise curly caterpillar letters: c a o d s g q e f</p>	<p>Building up a word bank to describe story characters and settings.</p> <p>Listening to the stories of others.</p> <p>Confidently sharing ideas</p> <p>Farmer duck PSED/ Listening game: One child closes eyes in middle of the circle take in turns to say "it's only me, the duck" in a disguised voice. The blindfolded child guesses who was speaking/ where in the room the child was.</p> <p>Art: Talking to others during art lesson and using this talk to create ideas or respond with positive comment. Children to use present language to explain their thinking and actions.</p> <p>Technology: Use future language to explain directions bee-bot needs to go.</p>	 <p>Create a story map of the new story. Use actions to support recall. Talk about characters and settings within the structure.</p> <p>Use adjectives to describe.</p> <p>Use path to walk from the beginning, middle and end of the story.</p> <p>Write caption for each part of the story.</p>	<p>Green group Consolidation of phase 3 digraphs.</p> <p>Yellow group Revising and blending of Phase 3 sounds.</p> <p>Red group Phase 2 consolidation, learning the final alphabet from phase 3 - beginning digraphs if ready.</p>	<p>Counting accurately 1- 20 forwards and backwards and number formation.</p> <p>Starter: 2D / 3D shape awareness.</p> <p>Time - time ordering in relation to farmer duck.. Order and sequence familiar events.</p> <p>Timetables - In the story the duck has lots of things to do during the day so look at time and putting together a timetable for him. Introduce time as a whole class activity with the help of these clock fans. You could give a time and have them show you the correct clock for that time.</p>	<p>Forest School/ PSED - Natural art farm animals looking at Andy Goldsworthy and his nature art/sculpture. Outside creating art with nature (could be sketching or nature 'sculpting' Sculptures for pirates to find.</p> <p>Technology: Bee-bot duck- children to work together to draw a map of the farm with various animals in. Use positional language.</p>	<p>Instruments - Different percussion instruments to represent different parts of the story. Which instrument would be best and why, along with how they should be played quiet/loud slow/fast</p> <p>Listen to farm songs- create own farm song as a group.</p> <p>Fathers day cards</p>

	<p>What they do for us/how they make us feel. How could we say thank you to all the people that look after us?</p>		<p>Art: Explaining why fathers are special and respond appropriately whilst engaged in art activity.</p> <p>Numeracy: Use different language forms when exploring times of the day.</p> <p>PSHE- How can we make changes in our world? Talking about how we can changes materials, choices of food, ideas for artwork</p>			<p>Use everyday language related to time.</p> <p>Discuss farming times and sequence events. Look at what the children do at different times of the day. Give them a list of times and get them to draw what they do at that time of the day.</p>		
<p>21.6.21-25.6.21 Pirate duck</p> <p>Focus: Recount</p> <p>Computing curriculum day</p>	<p>PSED: Change- young to old- changes which happen to us. Children to bring in photos of a baby talk about changes over time, including our appearance, skills, likes/ dislikes and family life experiences.</p> <p>PSED story 'The cautious caterpillar' Celebrate different changes we all experience... PSED: We are all different - share story talking about different ways</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics)</p> <p>CP- Tracking/retrieving and aiming</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise long legged giraffe letters</p>	<p>Verbal descriptions - which setting am I describing? Using pics/props</p> <p>Small world settings - sharing our ideas and choosing.</p> <p>Listening to each other in small group work.</p> <p>PSHE- children to use pictures to explain HOW they have changed since they were born/ baby.</p> <p>UTW: how are under the sea animals adapted to live under the sea?</p> <p>Literacy: How are you going to make a pirate ship?</p> <p>UTW: How is our world diverse? How is our world different? How are our families different? How</p>	<p>Pirate WOW for recount... Pirate duck story.. class receive a letter about pirate duck and how he couldn't believe the story of farmer duck and how it is similar to his story. Pirate themed crafts.. Make pirate ships- Show children a PowerPoint of a pirate ship and set of instructions on how to make the pirate ship.</p>  <p>Recount - discuss what a recount is and display poster on this.</p>	<p>Green group Consolidation of phase 3 digraphs, moving on to phase 4 clusters and blends</p> <p>Yellow group Revising and blending of Phase 3 sounds.</p> <p>Red group Phase 2 consolidation, learning the final alphabet sounds from phase 3.</p>	<p>Counting accurately 1- 20 forwards and backwards and 1 more/1 less.</p> <p>Money - coin recognition and language Pirate treasure chest of money- recognising values of money. Playdough money printing.</p> 	<p>Forest School/ PSED - Under the sea creatures and their adaption's..</p>  <p>Use natural objects to represent their creatures or EAD materials.</p> <p>Pirate- sailing around the world different cultures- diversity of environments. Chn to have a large picture of the world and illustrate differences in cultures.</p>	<p>Pirate role play- children to choose own creative materials to make props for pirate themed role play.</p> <p>Work together to make giant pirate ship for role play.</p> <p>Pirate finds dinosaur bones - what are dinosaurs? Children to use their imagination. Talk about dinosaurs and their features- use historical language.</p>


	<p>how we are different and celebrate this.</p>	<p>l i t u j y</p>	<p>does our environment differ?</p> <p>Numeracy: How much do you have in the treasure chest? Exploring money.</p>	 <p>PAPER PLATE PIRATE BOAT</p> <p>NON-TOY GIFTS</p> <p>Recount Pirate themed activities using actions and textmap.</p> <p>Order STC recount.</p>			<p>Technology: Complete simple pirate map programme using positional language</p> 	
<p>28.6.21-2.7.21 Non-Fiction - Focus: Recount</p> <p>Eric Carle: The very hungry caterpillar</p>	<p>Changing behaviour. How does my behaviour affect other people? How can I change my behaviour for the better? Small changes that can be made every day.</p> <p>Changes How do we deal with change? How does change make us feel? Positive and negative changes</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics)</p> <p>CP- Bouncing</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's</p>	<p>Discussion - what jobs does a farmer need to do - making a spider diagram?</p> <p>UTW: Responding to others during forest school 'Summer observations'. Children listening to what others have found and responding to this with appropriate comment.</p> <p>Literacy: Children listening to what others are putting on their pirate maps and responding to this by explaining about what they have drawn and adding this to their own maps. Children to use present language.</p>	<p>Pirate craft recount: Make pirate map to sail their boats away!</p>  <p>Follow instructions on how to make a pirate map.</p> <p>Segment words to label treasure map.</p> <p>Use actions to recall steps and use recount language.</p> <p>Record recount of pirate maps.</p>	<p>Green group Consolidation of phase 3 digraphs, moving on to phase 4 clusters and blends.</p> <p>Yellow group Revising and blending of Phase 3 sounds and beginning phase 4 clusters and blends.</p> <p>Red group- Phase 2 consolidation, learning the final alphabet</p>	<p>Counting accurately 1- 20 forwards and backwards.</p> <p>Money - addition Pirate items to buy. Add pirate money</p> <p>Counting forwards methods. Outdoor supermarket role play.</p>	<p>Forest School/ the world Pirate travelling through Summer. Summer seasonal changes. Go outside an observe Summer changes.- use magnifying glasses and tablets to photograph summer.</p> <p>Looking at the weather - shadow experiment, drawing around small world animals shadows throughout the day.</p>	<p>Lifecycle of a butterfly Use creative materials to represent the lifecycle of a butterfly.</p> <p>Watch own caterpillars change into butterflies in classroom- talk about rules and safety when looking after the caterpillars.</p>

	<p>Dealing with unexpected/unwelcome changes</p>	<p>names. Practise long legged giraffe letters l i t u j y</p>	<p>PSHE- children to listen to others' ideas of how we can deal with change and respond to this.</p> <p>UTW: using future language to describe caterpillar growth and change into a butterfly.</p>		<p>sounds from phase 3 - beginning digraphs if ready.</p>	 <p>Pirate Treasure Addition Mats</p>		
<p>5.7.21-9.7.21 Non-Fiction - Focus: Recount 5.7.21 - PARENTS DAY</p>	<p>PSED: Story 'around the world with max and lemon' talking about being unique</p> <p>PSED: OUR HEALTHY BODIES: Our bodies: Name parts of the outer body, name internal organs; heart, lungs, brain, find out about the skeleton. The importance of looking after our bodies. Explore the effects of exercise on parts of the body. Talk about healthy eating.</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics) &</p> <p>CP- Multi-skills throwing</p> <p>Letter formation: Ongoing practise of writing letter shapes for children's names. Practise one armed robots letters b m n r p h</p>	<p>. Literacy- creating pirate day recount using past language.</p> <p>UTW: safety in the sun. Children to use future language to express how they will stay safe in the sun.</p> <p>PSHE- Use present language to explain why they are unique.</p>	<p>Pirate day recount Children to use crafts from few weeks to create a pirate themed morning. Look at the map Sail the boat Walk the plank. Treasure chest/ treasure collections</p>  <p>Reading sentences for set of steps on pirate day.</p> <p>Segment sentences for pirate day and use recount language.</p>	<p>Green group Consolidation of phase 3 digraphs, moving on to phase 4 clusters and blends.</p> <p>Yellow group Building confidence with phase 3 sounds and digraphs - beginning phase 4 if appropriate</p> <p>Red group Phase 2 consolidation, learning the final alphabet sounds from phase 3 - beginning digraphs if ready.</p>	<p>Counting accurately 1- 20 forwards and backwards.</p> <p>Subtraction- giving treasure away. Treasure box subtraction. Subtraction boat games.</p> <p>Counting back methods.</p>	<p>Forest School- Summer theme - Children to represent summer picture using natural materials in the environment or choose to use own materials inside for Summer collage.</p>  <p>Safety in the sun- talking about how to be safe in the sun.</p> <p>Technology: Filming pirate day.</p>	<p>Summer collage</p>

								
<p>12.7.21-16.7.21 Assessment Week</p> <p>Non-fiction: Recount</p>	<p>Assessment Week</p> <p>Changes in the school New classes/new teachers New schools What will be different when we come back after the summer holiday?</p> <p>PSED: Read 'Jakes' first day' - starting school.</p>	<p>Assessment Week</p> <p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics) & CP- outdoor games/ sports day preparation</p> <p>Letter formation: Number formation and Practise zig zagged letters.</p>	<p>Assessment Week</p> <p>UTW: talk about ways we stay healthy today and then how we will grow in the future.</p> <p>UTW: children to answer question HOW do we stay healthy?</p> <p>Literacy: Use past language when recalling steps in smoothie/ fruit salad recount.</p>	<p>Assessment Week</p> <p>Recount for Summer Smoothie/ fruit salad making.</p> <p>Use actions to make a recount.</p>	<p>Assessment Week</p> <p>Phonics / word checks</p>	<p>Assessment week</p> <p>Length/ height Summer themed height and length activities.</p> <p>Adding lengths and heights estimating length and height</p> <p>Independent numeracy - numeracy games, pattern making, length/height resources</p> <p>Independent numeracy activities - gap filling and consolidation.</p>	<p>Assessment Week</p> <p>Summer healthy eating: Design and make a fruit salad- Summer theme.</p> <p>Smoothie making- Following set of instructions- to encourage writing recount.</p> <p>PSED: OUR HEALTHY BODIES: Our bodies: Name parts of the outer body, name internal organs; heart, lungs, brain, find out about the skeleton. The importance of looking after our bodies. Explore the</p>	<p>Assessment Week</p> <p>Summer illustrations for Summer poetry exploring.</p>

CP Class 10 Summer B 2021

Topic: Our world Author focus: Eric Carle

		V w x z					effects of exercise on parts of the body. Talk about healthy eating.	
19.7.21- 23.7.21 Last week of school - Moving on week	<p>What do you think the world will be like in the future? What do you want to aim for in the future? Stories about people who started small and achieved amazing things. 'Super me'</p> <p>Children to create rockets which blast off into the future.</p>	<p>Finger Gym- fine motor, threading cutting, playdough, anti-clockwise movements, whole body movements, tweezers, balancing</p> <p>P.E. - Mr Wright (athletics) &</p> <p>Health, self-care - Getting dressed for P.E. and forest school Hand washing and maintaining good hygiene.</p>	<p>UTW: using past/present language when talking about own Summer experiences.</p> <p>Literacy: Using present language when engaging in Summer sensory poem.</p>	<p>Summer word bank for poetry.</p> <p>Summer senses poems. I can hear. I can smell I can taste.</p> <p>Summer rhyming words.</p>	Phonics games / activities	Independent numeracy activities - gap filling and consolidation.	 <p>Summer ice lolly making</p> <p>Summer bucket craft- children to list experiences they want to do over the summer.</p>	Child led expressive arts lessons based on Summer theme.