




Summer 2 Into the Sun

| Personal, Social and Emotional Development | Communication & Language | Physical Development | Literacy | Maths | Expressive Arts and Design | Understanding the World |
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| <p>*Children will continue to build constructive and respectful relationships. Chn will continue to be kind to one another, listening to one another and support one another. Chn to make a thank you card to a friend. Link to shared reading text: The Ugly Five. *Teachers will have high expectations for children following instructions. *Children will become stronger at problem-solving, skills such as building a shelter/hut or a water system to go from one area to the growing area (watering the</p> | <p>*Chn continue to use new vocabulary, particularly vocabulary linked to the topic and new learning. Encourage chn to use them in their play and the right contexts. *Link with PSED. *Encourage chn when doing the problem-solving activities to think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem-solving sentence stems and phrases to use in their explanations: ‘so that’, ‘because ‘I think it’s...’, ‘you could...’, ‘it might be...’ *Practitioners to use open-ended questions. E.g. ‘How can we get the water to the garden/crops?’ ‘What material can we use to make our wheels?’ Give 3 choices of materials, such as straw, twigs, cardboard. Which material</p> | <p>*Offer children activities to develop and further refine their small motor skills. Suggestions: threading (link to maths) and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing, and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. *Check the chn’s level of skill-ensure we think about the challenge. *Ensure chn can hold pencils,</p> | <p>Shared Reading Elmer The book explores being accepted for being different Writing <u>*Imitation</u> <u>*Re-tell</u>-Learn the model text act out and focus on the new language. ~Likes and dislikes. *Chn show understanding of the good parts of the story and what they do not like and are getting more confident at discussing this. ‘I don’t like...because...’ <u>*Innovation</u> - Change the character/setting. <u>*Independent application</u>- Animal of their choosing-draw animal, describe using different word choices and phrases.</p> | <p>* Explore the composition of numbers to 10 by modelling conceptual subitising: “Well, there are three here and three there, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 haven’t yet hatched.” *Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t? *Number bonds to 10 and beyond have a sustained focus on each number to 10. Make visual and practical displays in the classroom showing the different ways of making numbers to 10 so that children can refer to these. *Play hiding</p> | <p>*Chn to design and plan, choose resources and evaluate their outcomes. Provide chn with arrangement of resources applicable to the provocation the children will create over the topic. Building a shelter/hut Give 3 choices of materials, such as straw, twigs, cardboard. Which material is the best to keep you cool in the sun?’ *Make a vehicle that could travel in the warm weather (see above), discuss with chn about how they would make it the body of the car and wheels.</p> | <p>*Shared Reading The water Princess Theme-overcoming challenge & Let’s Explore Safari Recognise some similarities and differences between life in this country and life in other countries. Discuss with the chn the differences between Aston/Edgbaston and a small African village. Discuss about personal lives, she sleeps on the floor, chn sleep on a bed. Talk about how easy it is for us to get water but how challenging it is for the water princess. Highlight key Language, Link with challenge in PSED. water system to go from one area to using their own water system outside</p> |

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| <p>crops) chn work together, to plan, choose resources, build, and evaluate. Talking through how they, you and others resolved a problem or difficulty. Link to shared reading text: The Water Princess.</p> <p>*Make a vehicle that could travel in the warm weather (see above), discuss with chn about how they would make it the body of the car and wheels. Ensure chn are confident at knowing that mistakes are an important part of learning and going back is trial and error, not failure. Link to shared reading text: All Aboard the Bobo Road.</p> <p>*Chn are more confident at setting own goals and know how to achieve them.</p> | <p>is the best to keep you cool in the sun?’</p> <p>*Continue to focus on chn speaking with correct grammar, such as past tense, plurals and building complex sentences.</p> <p>*Workshops with parents about storytime so that they can carry on the routines in place whilst at home.</p> <p>* Learn rhymes, poems, and songs. See overview https://www.youtube.com/watch?v=3GjZS4qgM5U Performance of ‘One Love One Heart’.</p> <p>*Use non-fiction books to deepen knowledge about countries in the sun. Find information about weather conditions and seasons. Use the knowledge from books to building up the new language, especially subject-specific.</p> <p> Children can</p> <p>~ use new vocabulary throughout the day.</p> <p>~ articulate their ideas and thoughts in well-formed sentences.</p> <p>~use talk to help work out problems and organise thinking and activities and</p> | <p>scissors and knives and forks.</p> <p>*Ensure chn place their feet firmly on the floor when sitting firmly at the table.</p> <p>*Continue to create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. *Provide opportunities to move that require quick changes of speed and direction.</p> <p>*Encourage precision and accuracy when beginning and ending movements.</p> <p>* Continue to build confidence, competence, precision and accuracy when engaging in activities that</p> | <p>Non-Chronological Report: Elephants . Additional Talk for Write stories:</p> <p>The Water Princess Mama Panya’s Pancakes</p> <p>~Bringing Words to life, key words in story and nonfiction texts.</p> <p>*Children are understanding more complex stories, they are becoming more confident with story structures and learning the new and relevant language about African animals.</p> <p>*Poetry-The Lion My paws are big and strong. My tail is very long. My mane is fine and thick. And I am very big. MICE I think mice are rather nice; Their tails are long, their faces small; They haven’t any chins at all. Their ears are pink, their teeth are white,</p> | <p>games with a number of objects in a box, under a cloth, in a tent, in a cave, etc.: “Seven went in the tent and 2 came out. I wonder how many are still in there?”</p> <p>Intentionally give children the wrong number of things. For example: ask each child to plant 4 seeds then give them 1, 2 or 3. “I’ve only got 1 seed, I need 3 more.” Spot and use opportunities for children to apply number bonds: “There are 6 of us but only 2 clipboards. How many more do we need?”</p> <p>Place objects into a five frame.</p> <p>*Developing doubles. Have number shapes hidden around the outdoor area. Give each child a number shape and ask them to find another one the same to make a double. Encourage them to say the double they have found, e.g. Double 5 is 10</p> <p></p> <p>* Even and Odd-Ask 5 children to come to the</p> | <p>What material can we use to make our wheels?’</p> <p>*Discuss problems that may arise and together decide a solution.</p> <p>*Teach children what to join materials with- develop that through questioning so chn are part of the choice and have an understanding why that joining material would work.</p> <p>* Learn about a famous artist children will meet Esther Mahlangu and learn about African art. We’ll learn about Ndebele culture and create our own Esther Mahlangu-inspired art.</p> <p>*Chn given opportunity to watch live performances of dance and music performances.</p> <p>*Learn key songs</p> <ul style="list-style-type: none"> • Che Che Kule – with Shanette, | <p>can they help the princess? Discuss stereotyping- explain how chn live the way they do because that’s how it’s done in their country.</p> <p>Describe differences in their way of life and this in other countries: focus: cooking – Mama Panya’s Pancakes.</p> <p>Shared Reading All Aboard for Bobo Road & Introducing Africa</p> <p>Nature as beauty, differences</p> <p>* Recognise some environments that are different to the one in which they live.</p> <p>*Link to non-fiction shared reading text: Water. Model the vocabulary needed to name specific features of the natural world, both natural (the water spring in the story)</p> |
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| <p>* Encourage chn to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p> <p>*Discussion on how to adjust behaviour. Ensure all chn know how important it is to respect class rules and behave correctly towards others.</p> <p>*Use stories to discuss how characters deal with challenges and different characters feel and how they deal with different situations.</p> <p>Shared Reading The water Princess Theme-overcoming challenge. (Different countries, how she gets water and how we get water.)</p> <p>Encourage chn to explain to others how they dealt</p> | <p>explain how things work and why they might happen.</p> <p>~chn and parents enjoying story time.</p> <p>~ learn rhymes, poems, and songs.</p> <p>~ engage in non-fiction books.</p> | <p>involve a ball.</p> <p>*Move learning on by</p> <p>Introducing children to balls games with teams, rules and targets when they have consolidated their ball skills.</p> <p>* Develop the foundations of a handwriting style that is fast, accurate and efficient. Link with focussed writing and independent writing.</p> <p>*Continue to focus on chn’s overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p> <div data-bbox="734 1284 824 1364" data-label="Image"> </div> <p>Children can</p> <p>~ develop their small motor skills</p> | <p>They run about the house at night; They nibble things they shouldn’t touch, and, no one seems to like them much, but, I think mice are rather nice.</p> <p>*Safari Themed Songs and Rhymes</p> <p>*Children are becoming more confident with the phonics they are learning, and this is having a positive impact on reading and writing.</p> <p>*Blending to read words independently is having an impact on the focus reading, with books that are matched to children’s individual phonic ability.</p> <p>*Chn can read more complex reading books using the phonics they are learning. Chn are confident at blending and recognising a few exception words.</p> <p>*Tricky words are taught daily to read</p> | <p>front. Can we group the children into pairs? Does everyone have a partner? Why not? What could we do to solve this problem? Investigate with other quantities of children. *Encourage the children to notice that sometimes we can make even pairs and sometimes there is an odd one left out.</p> <p>*Encourage the children to investigate whether small quantities are odd or even by sharing into 2 groups and by making pairs. Prompt them to recognise that sometimes there is one left over. Ask the children to build pair-wise patterns on the 10 frames and sort them into those which have two equal.</p> <p>*Finding halves Find Half Provide 2 teddies and plates and a selection of items for halving. Ask the children to explore which quantities will halve exactly into 2 equal groups and which will have one left over. If you have 6, can you give both teddies the same?</p> | <ul style="list-style-type: none"> • Sing with Sandra songs, • Masaka kids Africana dancing to Jerusalem • Earths water song – science for kids • The rainbow song <p>-Focus on pitch, beat. and melody-link with instruments and perform to parents.</p> <p>Link to Early Years Music Workshop .</p> <p>*Chn will choreograph a dance with support from staff, chn will use music created by chn and will align with the song and dance.</p> <p>*Chn will experience dances from around the world, continue from last term.</p> <p>*Chn will perform for parents linking to the topic. They will demonstrate how animals move, through dance and</p> | <p>and man- made. Our water system.</p> <p>*Link to shared reading text: Introducing Africa</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>*Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Link to building huts PED</p> <p>* Draw information from a simple map.</p> <p>* Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Link with Water Princess story.</p> <p>Why do we need maps? Can they draw their own map of the</p> |
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| <p>with a problem or situation. *Chn are more knowledgeable about hygiene, e.g washing hands before snack time. *Chn are more aware of eating healthy foods, highlighting the importance of eating plenty of fruits and vegetables. (Workshop with parents)</p>  <p>Children can ~build constructive and respectful relationships. ~ show resilience and perseverance in the face of challenge. ~ identify and moderate their own feelings socially and emotionally. ~ think about the perspectives of others. ~ manage their own needs.</p> | | <p>so that they can use a range of tools competently, safely, and confidently. ~ combine different movements with ease and fluency. ~ develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. ~ develop the foundations of a handwriting style that is fast, accurate and efficient link with focussed writing and independent writing. * 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</p> | <p>and spell until children can say them independently. *Introduce children to read simple sentences and phrases as part of their focus reading. Keep re-reading until children are confident with what they are reading to help develop fluency. *Through focussed writing children will be beginning to form the graphemes they are learning correctly. *Children will be allowed to practice writing independently across the curriculum. *Chn will be encouraged to read independently. Re-read books to build up confidence. *Reading- Begins to read words and simple sentences. *Chn can read some common exception words matched in phase 4/5, do, said were.</p> <p>Language Group Texts</p> | <p>What about if you start with 5? Are these even or odd numbers? How do you know? Encourage the children to draw pictures to record their findings. *Make Equal Groups This time keep 12 items to share each time but vary the number of teddies and plates. Ask the children to explore sharing the 12 items into equal groups so that each teddy gets the same. If there are 2 teddies, will they each get the same? How many are in each group? Are there any items left over? What about 3 teddies? 4 teddies? 5 teddies. *Provide some threading beads or coloured pasta and encourage the children to thread the items in groups to create a necklace. Do all the necklaces have equal groups? Compare the necklaces. What's the same? What's the difference.</p>  <p>Build a repeating ABBC pattern.</p> | <p>music demonstrate what they have learnt about the countries they have been learning about.</p>  <p>Children can ~ return to and build on their previous learning, refining ideas and developing their ability to represent them. create collaboratively, sharing ideas, resources and skills. ~ watch and talk about dance and performance art, expressing their feelings and responses. ~ sing in a group or on their own, increasingly matching the pitch and following the melody. ~ explore and engage in music making and dance, performing solo or in groups.</p> | <p>places in the story? Could they change the story and design a new map? Ask the children what they pass on the way to school. Can they draw a simple linear map to show their home, their street, the school and some of the landmarks they pass on the way? What do they pass first, next etc. Provide a large piece of paper in the shape of the classroom with the doors and windows already marked on. Explain that you are going make a map of the classroom. Have some simple pictures to represent the classroom items. Ask the children to discuss where to place them on the map. *Shared Reading Lucy and Tom at the seaside – Sun and sand Nature as beauty *Continue to discuss the seasons-use the</p> |
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| <p>UNICEF Rights of the Child Basic rights</p> <ul style="list-style-type: none"> • Right to be healthy • Right to share and express my views • Right to have my beliefs and respected and respect others | | <p>sleep routine - being a safe pedestrian. * learn rhymes, poems, and songs.</p> | <p>Walking Through the Jungle</p> <p>Handa's surprise</p> <p>Baby Goes to Market *Writing – Segment sounds and blend them and use letter names. ~Break the flow of speech into words. ~Form lower and capital letters correctly. ~Spell words correctly by identifying sounds and then writing down the letters. ~ Write sentences correctly using capital letters, full stops, and finger space. Ensuring children write sentences when they have sufficient knowledge of letter-sound correspondences. ~Chn to say sentence first. ~Chn to read back the sentence once written, to make sure it makes sense. ~ Chn use conjunctions in</p> | <p>Build a repeating ABBC pattern. Ask the children to describe and continue the pattern. Can they identify the unit of repeat? Challenge them to create a different pattern using the same ABBC structure. If chn make a mistake discuss how to fix it. * Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many different ways there are to make a hexagon with pattern blocks.</p> <p>*Harry and his bucketful of dinosaurs – adding and subtracting *Building Bridges – Which bridge is the longest? Cuisenaire Rods – *Comparing lengths Cuisenaire Rods – *Making maps</p> | | <p>stories they are reading to remember what they have learnt over the year.</p> <p>Learn about famous child: William Kamkwamba who saved his community from famine (Malawi)</p> <p>Build a fire in forest school to cook food: sweet potatoes etc. explore the natural world using their senses. UtW: Explore food from different countries that families from the class come from. UtW: Explore changes in food as it is heated: pancakes. Link to shared reading text: Welcome to Our World: A Celebration of Children Everywhere Chn are gaining a deeper understanding of places that are special to members of their community.</p> |
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their writing, such and.



Children can
~take part and be confident with the TfW process
~talk about complex stories, story structures and new language
~take information from non-fiction and apply the knowledge
~use phonic knowledge to read and write simple sentences
~use the correct punctuation when writing simple sentences
~confidently re-read phonetical decodable books independently.

Journey to school
Obstacle course
X marks the spot
Designing mazes



Children can
~ explore the composition of numbers to 10.
~automatically recall number bonds for numbers 0–10.
~Understand doubles, grouping and sharing
~ compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
~continue, copy and create repeating patterns.
~understand halving and equal patterns.
~Follow and make simple maps

Some Chn attend mosque and share that information with the class, plus through the story of *
_Chn will be celebrating EID and will share the experience with the rest of the class. [Link to shared reading texts: The Most Exciting Eid and Golden Domes and Silver Lanterns.](#)



Children can~
recognise some similarities and differences between life in this country and life in other countries. ~
recognise some environments that are different to the one in which they live.

~ draw information from a simple map.
~ understand the effect of changing seasons on the natural world around them.

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| <p>Pupil Voice: Write letters to a pen pal in another country</p> | <p>Educational Visits Early Years music workshop (schoolworkshops.com) Earthsong's EARLY YEARS world music experience</p> | <p>Parent Workshop The Water Princess workshop - Patchwork decorating</p> |
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<https://nurturestore.co.uk/esther-mahlangu-african-art-lesson-for-children>