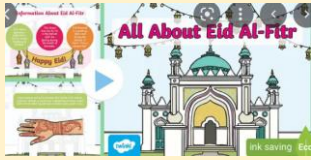
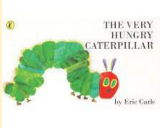
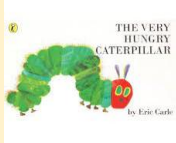
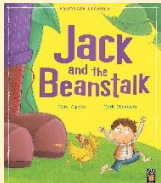
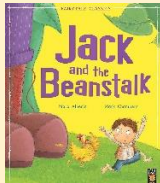
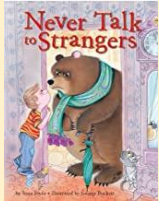
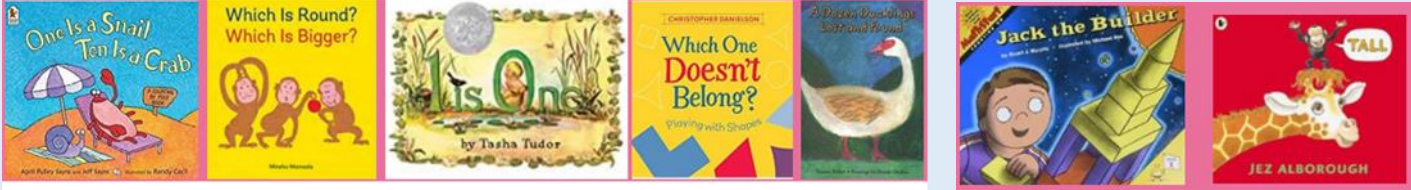


	Year R - Summer 1				
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5
Themed Days	22nd April Earth Day 23rd April English Language Day		18th Apr International Astronomy Day 12th -19th May Mental Health Awareness		20th May – World Bee Day 21st May World Day for Cultural Diversity
TRIPS				London Zoo	
	EID 	THE VERY HUNGRY CATERPILLAR  To listen to a story with increasing attention and recall	THE VERY HUNGRY CATERPILLAR  Exploring Non-Fiction	JACK AND THE BEANSTALK  To recount events and create a story map	JACK AND THE BEANSTALK  To describe character from the story and give an opinion about the character
PSHE	Topic: 1. My Family and Me! L.O: - To be able to show affection or concern for people who are special to them To separate from their main carer with support and encouragement from a familiar adult	Topic: Make Friends, Make Friends, Never Ever Break Friends! - Part 1 L.O: - To be interested in others' play and starting to join in - To keep play going by responding to what others are saying or doing	Topic: Make Friends, Make Friends, Never Ever Break Friends! - Part 2 L.O: To be interested in others' play and starting to join in - To be able to play in a group, extending and elaborating ideas	Topic: Falling Out and Bullying Part 1 L.O: - To be aware that some actions can hurt or harm others - Be aware of the boundaries set, and of behavioural expectations in the setting	Topic: Falling Out and Bullying Part 2 L.O: - To be aware that some actions can hurt or harm others Be aware of the boundaries set, and of behavioural expectations in the setting
	Express feelings: Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried. Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar. Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others. Independence: Can get dressed and undressed for nature school/ PE club sessions.				

	Begin to show persistence when faced with challenges. Collaboration: Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work. Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend. Jigsaw theme – Healthy Me Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health. Books used:   Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way. Coverage - re-tell religious stories making connections with personal experiences, share and record occasions when things have happened in their lives that made them feel special, recall simply what happens at a traditional Christian infant baptism and dedication, recall simply what happens when a baby is welcomed into Islam.				
Communication & Language	Building on listening skills/ showing interest in conversation.	Building on listening skills/ showing interest in conversation.	Ask questions to find out more and to check they understand what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.
	Listening: Understand why listening is important. Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar. Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W) Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.				

	Use talk to help work out problems and organise thinking and activities. Learn new vocabulary. REVISIT/ONGOING throughout the year Learn new vocabulary <u> </u>: One day before, after next finally Anchor words for all (key vocabulary for the topic) Growing, changing Roots , stem, leaves, flower, fruits, seeds, water, soil, oxygen, Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.				
Physical development	Topic: Gymnastics (Key steps 1) To explore movement actions with control and link them together with flow	Topic: Gymnastics (Key steps 1) To explore movement actions with control and to link them together with flow	Topic: Gymnastics (Key steps 1) To explore gymnastic actions and shapes	Topic: Gymnastics (Key steps 1) To explore travelling on benches.	Topic: Gymnastics (Key steps 1) To explore movement actions with control, and to link them together with flow
	Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Development of threading, weaving, and cutting skills. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 sleep routine, being a safe pedestrian. REAL PE FOCUS Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner REVISIT/ONGOING Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.				

Summer 1 Literacy Texts	+ Daily songs & nursery rhymes.				
Literacy	THE VERY HUNGRY CATERPILLAR To listen to a story with increasing attention and recall	THE VERY HUNGRY CATERPILLAR Exploring Non-Fiction	ECO GIRL To recount events and create a story map	ECO GIRL To recount events and create a story map	JACK AND THE BEANSTALK To describe character from the story and give an opinion about the character
COMPREHENSION Know how to correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. WORD READING Know some letter groups that each represent one sound and say sounds for them. Know how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. WRITING Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Knows how to write a simple sentence/caption which may include a full stop.					

	Spelling: Knows how to spell some words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Knows how to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. ONGOING/REVISIT: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge. Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.				
Autumn 1 possible Maths texts					
Maths	To 20 and beyond Build numbers beyond 10 (10-13) To continue patterns beyond 10 (10-13) To build numbers beyond 10 (14-20) To count verbally beyond 20 To use verbal counting patterns	To 20 and beyond To build numbers beyond 10 (14-20) To count verbally beyond 20 To use verbal counting patterns	How many now? Adding more How many did I add? Taking away How many did I take away?	Manipulate, compose, decompose To select shapes for a purpose To rotate shapes To manipulate shapes To explain shape arrangements	Manipulate, compose, decompose To compose shapes To decompose shapes To copy 2D shape pictures To find 2D shapes within 3D shapes
	Building numbers beyond 10 Use a range of resources e.g., 10 frames, number shapes, tower cubes, rekenreks, bead strings show a full 10s and part of the next 10. Recognise numbers 1-9 repeat after every full 10. So, 1 full ten and 1. 1 full ten and 2 etc. Then 2 full tens and 1, 2 full tens and 2 and so on. Counting Patterns Beyond 10 Provide representations which clearly show the full 10s and the part of 10 e.g., 14 is one full ten and four. Count on and back from different starting points, say what comes before or after a given number and to place sequences of numbers in order. Challenge to find larger numbers on number tracks and 100 squares. Spatial Reasoning Provide opportunities to select and rotate shapes to fill a given space. Say why they chose a particular shape and why a different one wouldn't fit. Provide opportunities to match arrangements of shapes, use positional language to describe where shapes are in relation to each other. Provide opportunities for children to select shapes to complete picture boards or tangram outlines. ONGOING/REVISIT: Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering.				
Understanding the World	Outdoor adventures Nature catchers LO: To use the senses to explore natural materials.	Outdoor adventures Observational paintings LO: Describe what they see, hear and feel whilst outside.	Outdoor adventures Exploring the weather LO: To describe the effects of different weather conditions.	Outdoor adventures Sense in nature LO: To use the senses to observe and talk about experiences whilst outside.	Outdoor adventures Exploring the seasons LO: To begin to notice some of the features of the changing seasons.

	History Links - Causation: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Impact: Know about key roles people have and how they help us. Chronology: Know how to order personal experiences, e.g., recount an educational visit or stories. Geography Links - Location and place knowledge Know some places that are special to members of their local community (looking closely at special places close to home and school) Use photos and pictures to locate places on a simple map/identify a route for a bike ride Enquiry: Human Geography Links – Respect: Know some places are special to members of their community and how they feel when they visit these places (RE LINK). Mapping: Draw information from a simple map and identify landmarks of our local area walk. Enquiry: Fieldwork Links - Continue to identify important processes in the natural world around them including the seasons. Comment and ask questions about their immediate environment. Specific Scientific knowledge – Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil, and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower. Know the name of the four seasons. Know the order of the four seasons. Know and describe seasonal weather patterns Specific Scientific Vocabulary – Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches. Life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, lighter, darker, shadow, ONGOING/REVISIT : Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside .Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants.				
Computing	ISafe Famous friend/Detective	Lesson 12: I can move	Lesson 13: I can turn	Lesson 14: I can animate	Lesson 15: I Can Model
	To understand what personal information is	L.O: To develop basic mouse skills	L.O: To program a toy to move and make turns	L.O: To create a simple animation using stop motion	L.O: Begin to understand that computers can represent real or imaginary situations

Expressive Arts & Design	Sculpture and 3D: Creation station To explore clay and its properties	Sculpture and 3D: Creation station To explore playdough and its properties. To use tools safely and with confidence.	Sculpture and 3D: Creation station To create natural 3D landscape pictures using found objects	Sculpture and 3D: Creation station To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture	Sculpture and 3D: Creation station To begin making a 3D clay sculpture using the designs created last lesson .
Making/Drawing: Observational drawing - Sunflowers Show accuracy and care in their drawing. Colour: Skill: Exploring shades of colour and how to make different shades. Painting: Experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types. Printing: Skill: symmetrical printing - butterflies as inspiration. Materials: Skill: Weaving (natural and manmade materials) 3D Work: Skill: Making own props/ puppets to retell a story. Folding techniques e.g., fans, aeroplanes, books. Cutting Skills: Skill: use scissors independently. Artist Study: Vincent van Gogh   Poetry 1. I have a little frog 2. 10 little soldiers 3. Monkey Babies 4. Dance 5. Pitter patter Ek hoor donder 6. If I were so very small					

Music	<u>Key Skills</u> In this unit pupils will explore, songs based on familial love and affection positive values, morals, perseverance, integration, wellbeing love and Happiness. <u>Nasheed Focus</u> <u>Who next your mother - [Yusuf Islam]</u>	<u>Key Skills</u> In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Who next your mother - [Yusuf Islam]</u>	<u>Key Skills</u> In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Happy Father's Day son</u>	<u>Key Skills</u> In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>We say Alhamdulillah- mini-Muslims</u>	<u>Key Skills</u> In this unit, pupils: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>We say Alhamdulillah- mini-Muslims</u>
Deen	<u>Topic: Loving our Parents</u> L.O: To understand how to love our parents in Islam	<u>Topic: Loving our Parents</u> L.O: To learn the dua for our parents	<u>Topic: Loving our Parents</u> L.O: To learn the dua for our parents	<u>Topic: Respect</u> L.O: To explore why and how a Muslim should be respectful	<u>Topic: Assessment Week</u>
	Deen Which stories are special and why? Coverage - talk about some religious stories, recognise some religious words, e.g., about Allah identify some of their own feelings in the stories they hear, identify a sacred text e.g., Qur'an, talk about what Muhammad SAW teaches about keeping promises and say why keeping promises is a good thing to do. <u>How should we look after our world?</u>				
Arabic	<u>Recognise and write the three forms (beginning, middle & end)</u> • ب • ت Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	<u>Recognise and write the three forms (beginning, middle & end)</u> • ب • ت Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	<u>Learn to write letters with similar shapes.</u> • ح - ز - ج • Learn the Arabic words that associate with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	<u>Recognise and write the three forms (beginning, middle & end)</u> • ذ - د - ا Learn the Arabic words that associated with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic	<u>Recognise and write the three forms (beginning, middle & end)</u> • ز - ج - و Learn the Arabic words that associate with each letter. Speaking & Listening Learn how to ask how are you and to know how to answer in Arabic
Quran	<u>Memorisation</u> <u>Al-Masad</u> 1-3 Revision Al-Faatiha Al-Nas	<u>Memorisation</u> <u>Al-Masad</u> 4-5 Revision Al-Faatiha Al-Nas	<u>Memorisation</u> <u>An-Nasr</u> 1-2 Revision Al-Faatiha Al-Nas	<u>Memorisation</u> <u>Al-Nasr</u> 1-3 Revision Al-Faatiha Al-Nas	<u>Memorisation</u> <u>Al-Nasr</u> Revision Al-Faatiha Al-Nas