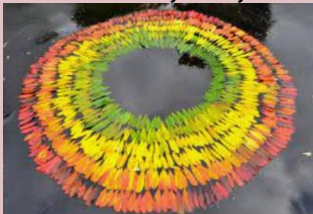
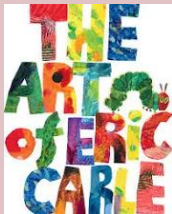


	Year R - Summer 1						
	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Themed Days							
TRIPS							
PSHE							
Communication & Language							
Physical development							
Autumn 1 Literacy Texts							
Literacy							
Autumn 1 possible Maths texts							
Maths	Sharing and Grouping To explore sharing To share To explore grouping	Sharing and Grouping Grouping Even and odd sharing To play with and build doubles	To visualise, build & map To identify units of repeating patterns To create own pattern rules To explore own pattern rules	To visualise, build & map To replicate and build scenes and construction To visualise from different positions To describe positions	To visualise, build & map To give instructions to build To explore mapping To represent maps with models	To make connections Deepening understanding Patterns & relationships	Consolidation & problem- solving
	Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers Subitise – perceptual subitizing Matching and Sorting into groups same/different, colour, size, shape. Comparing amounts – equal, more than, fewer than. Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest. Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.						
	REVISIT/ONGOING Encourage chn to put objects into a line so they have a clear start and end point, actions, and sounds.						

	Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support children to subitise and compare numbers within 5. Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria. Lining up time sorting – if you like carrots line up, if you have a sister line up Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally.						
Understanding the World	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Investigate Living Things and Habitats	Revisit and assess	
	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Identify features of growth and change. Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter) Mapping: Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Enquiry: Comment and ask questions about their immediate environment. Find out more about life cycles. Identify features of a life cycle of a plant and animal, explain what plants need. 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 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.						
Computing	ISafe Lesson 4	IMake Art	IAm Logical	ICan Sort	ICan Play	IMake Media	
	To understand the need to check information found online	L.O: To use digital tools to create artwork	L.O: To recognise similarities and differences to sort objects	L.O: To recognise similarities and differences	L.O: To take turns when playing games	L.O: To explore using software to combine images, sound and text	



Expressive Arts & Design	Cooking and nutrition: Soup To explore fruits and vegetables and the differences between them To use adjectives to describe how fruits and vegetables look, feel, smell and taste	Cooking and nutrition: Soup To listen to and recall elements from the story ‘The Best Pumpkin Soup.’ To explore a pumpkin and describe it using the five senses	Cooking and nutrition: Soup To design a fruit and vegetable soup recipe	Cooking and nutrition: Soup To practise cutting with a knife To learn how to use a knife safely	Cooking and nutrition: Soup To observe and help (where appropriate) with the use of tools to prepare ingredients To describe the finished product and evaluate the process	Cooking and nutrition: Soup To design food packaging	
	Create collaboratively sharing ideas, resources, and skills Combining different media and skills. Exploration of natural resources for art - Rubbings of leaves and plants. Natural artist study – Andy Goldsworthy. Spring Artist Study: Eric Carle   Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey REVISIT/ONGOING Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Develop storylines through small-world or role-play						
Music	Ramadan / Eid In this unit, pupils explore songs based on Ramadan and Eid, reverence trust for the almighty, empathy, faith inspired celebration Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the	Musical Focus Exploring sounds singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>We love you Ramadan</u>	Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u>	Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Ramadan is the month of mercy</u>	Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Eid Saeed</u>	Musical Focus Exploring Sounds Singing Experiment with, create, select and combine sounds using the interrelated dimensions of music <u>Nasheed Focus</u> <u>Eid Saeed</u>	

	interrelated dimensions of music <u>Nasheed Focus</u> <u>We love you Ramadan</u>		<u>Ramadan is the month of mercy</u>				
Deen	Topic: Loving our Parents L.O: To understand how to love our parents in Islam	Topic: Loving our Parents L.O: To learn the dua for our parents	Topic: Loving our Parents L.O: To learn the dua for our parents	Topic: Respect L.O: To explore why and how a Muslim should be respectful	Topic: Assessment Week	Consolidation GAPS	
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. How should we look after our world?							
Arabic	Recognise and write the three forms (beginning, middle & end) • 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	Recognise and write the three forms (beginning, middle & end) • 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	Learn to write letters with similar shapes. • ح - خ - 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	Recognise and write the three forms (beginning, middle & end) • ا - د - ذ 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	Recognise and write the three forms (beginning, middle & end) • 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	Revision and assessment	
Quran	Memorisation Al-Masad 1-3 Revision Al-Faatiha Al-Nas	Memorisation Al-Masad 4-5 Revision Al-Faatiha Al-Nas	Memorisation An-Nasr 1-2 Revision Al-Faatiha Al-Nas	Memorisation Al-Nasr 1-3 Revision Al-Faatiha Al-Nas	Memorisation Al-Nasr Revision Al-Faatiha Al-Nas	Revision and Assessment	