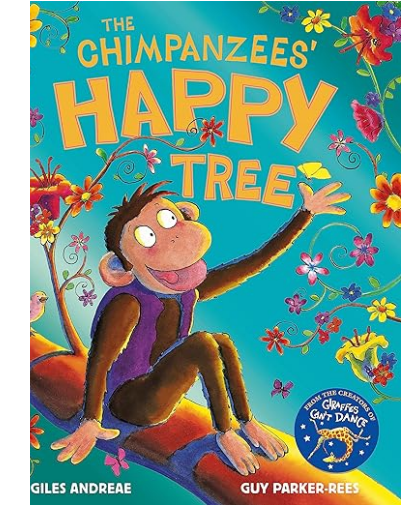
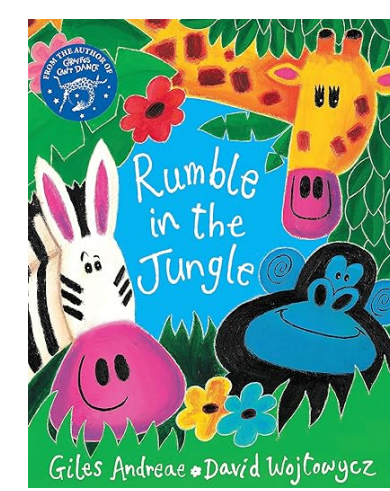
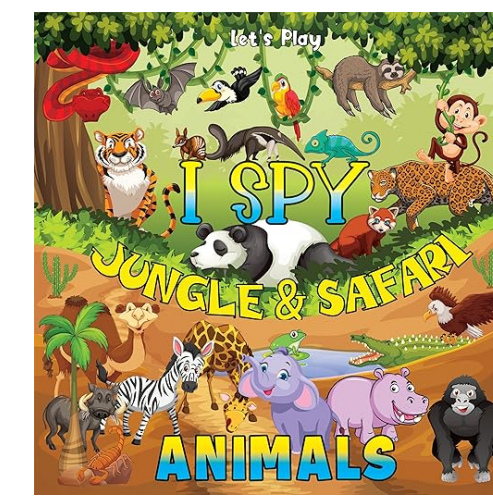
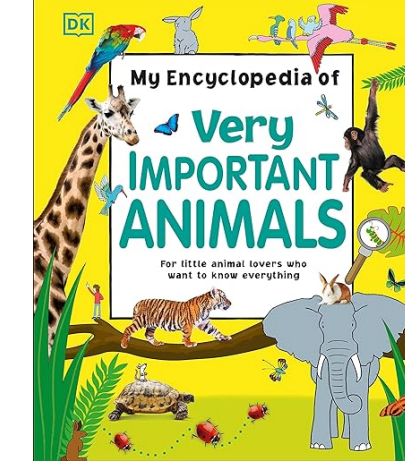
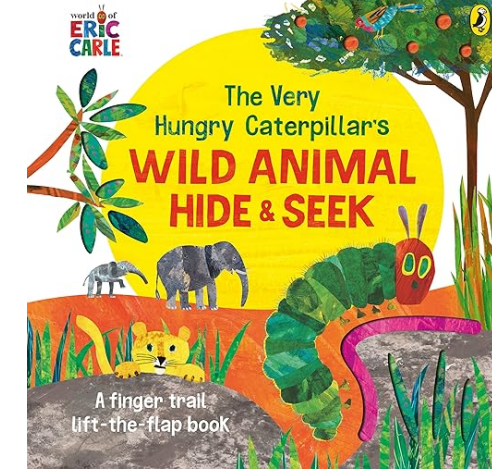
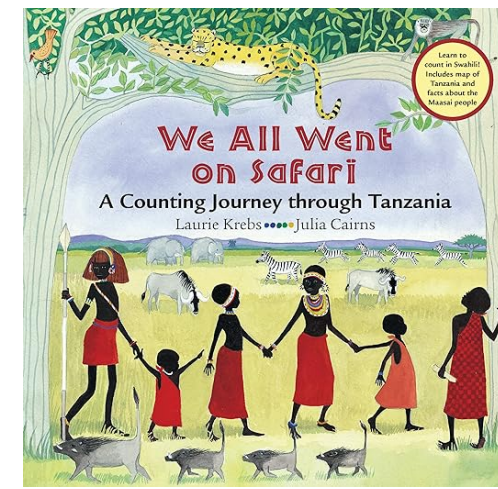
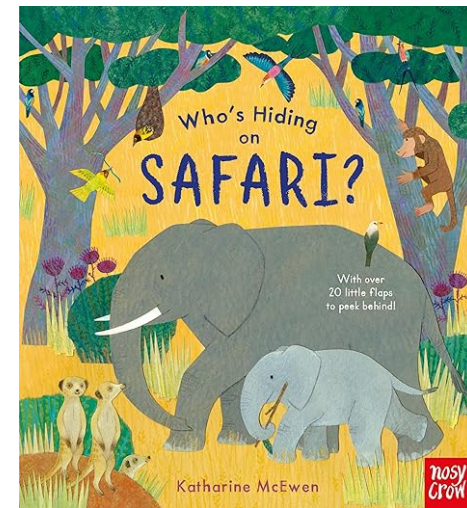
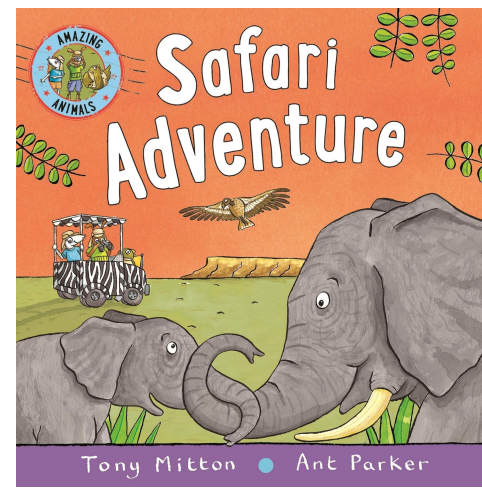


## Summer 1 I spy Safari



### PSED

- \* Children will develop confidence to assert themselves, sharing their ideas and developing independence skills.
- \* Children are able to talk about their feelings using key vocabulary 'happy, sad, worried, angry' and begin to describe how they might feel if they were on safari meeting wild animals.
- \* Children begin to talk with adults and peers to solve conflicts and problems e.g. how to make sure every one can take a turn

### Literacy

- \* Children will engage in conversations about what they hear in stories and texts, learning new vocabulary.
- \* Children are introduced to non fiction texts and learn about the key features, e.g. contents pages, and how they tell us facts
- \* Children will predict what will happen next, suggest endings and retell stories with increased confidence sharing their own ideas.
- \* Children will use their print and letter knowledge throughout early writing opportunities, hearing and writing initial sounds for words.
- \* Children write some or all of their name forming accurate and recognisable letters.

### C&L

- \* Children will develop confidence to assert themselves, sharing their point of view in conversations and learning to debate or disagree with others while sharing their ideas e.g. Is the lion the king of the animals? Which animal is their favourite...
- \* Children use talk to develop their imaginative play, pretending, acting out and designating roles with their friends.

### PD

- \* Children show increasing independence getting dressed and undressed, putting on coats, shoes, dressing up clothes, aprons etc...
- \* Children make healthy choices around food, drink and self care, including toileting and dental hygiene (dentist visit).
- \* Children taste a variety of healthy fruit and make a fruit kebab.

### UTW

- \* Children will learn about the different countries/parts of the world animals come from, exploring similarities and differences, building on their learning from **The Journey Home** story in Spring 1.
- \* Children will continue to develop positive attitudes about the differences between people close to them and from around the world.
- \* Children will talk about different types of materials exploring the best kinds of materials to use to make a tent/sleeping bag for their safari trip.



### Maths

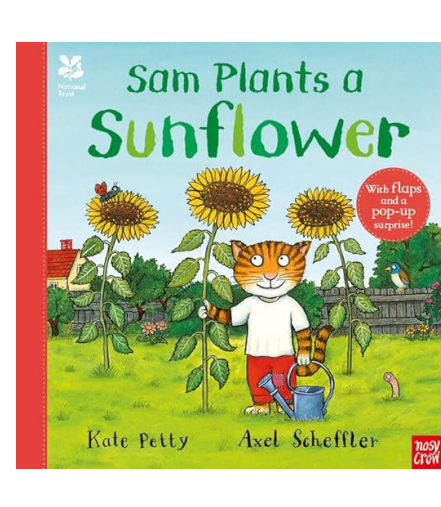
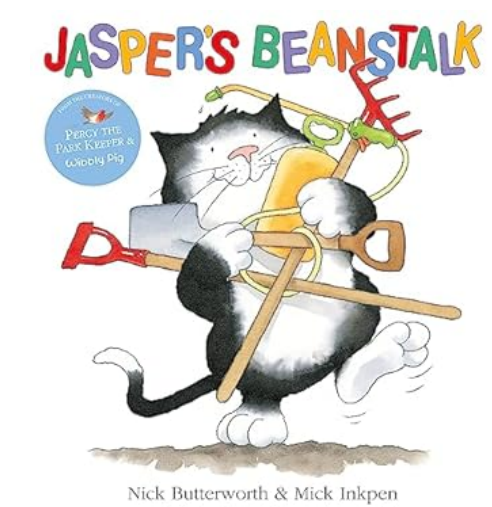
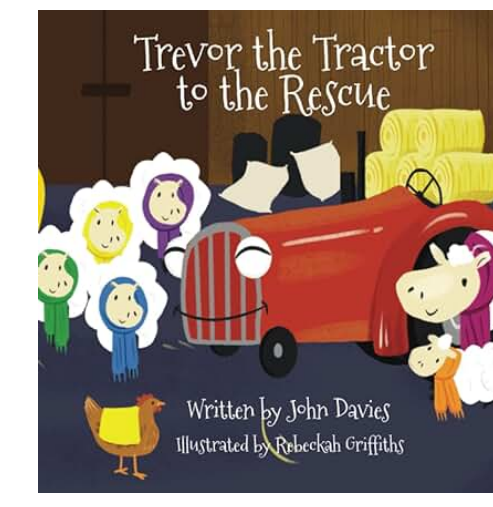
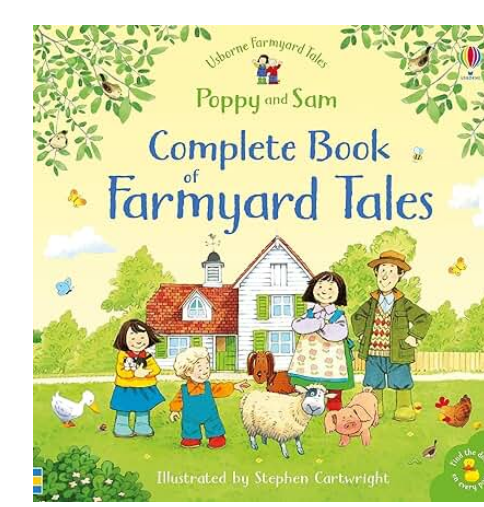
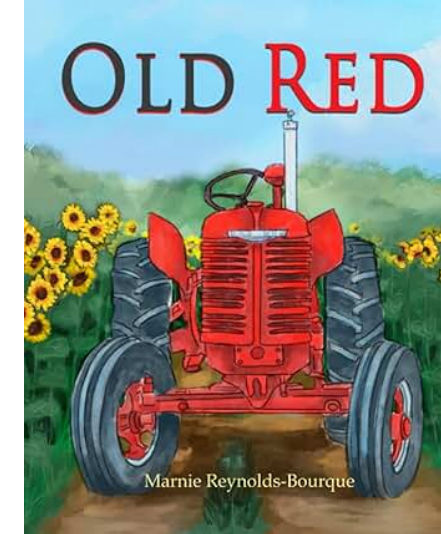
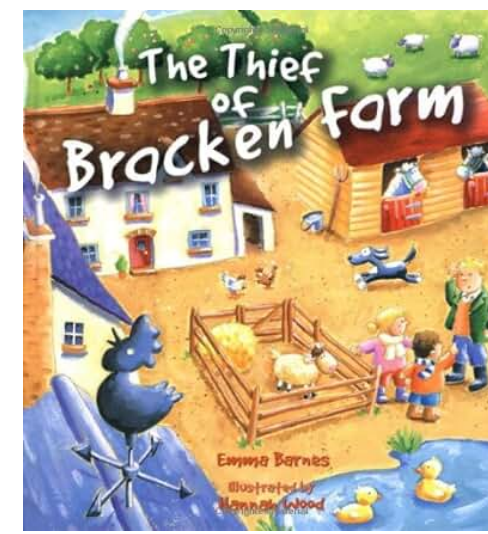
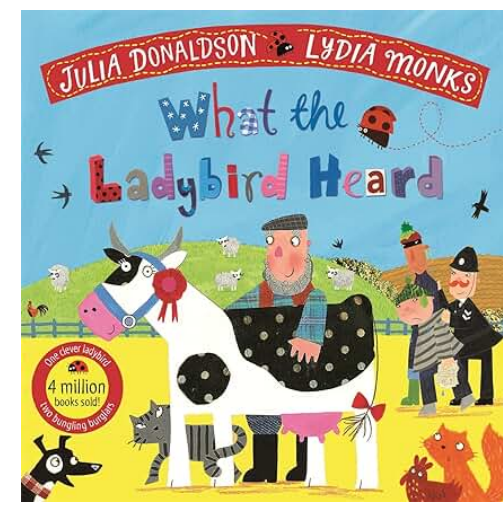
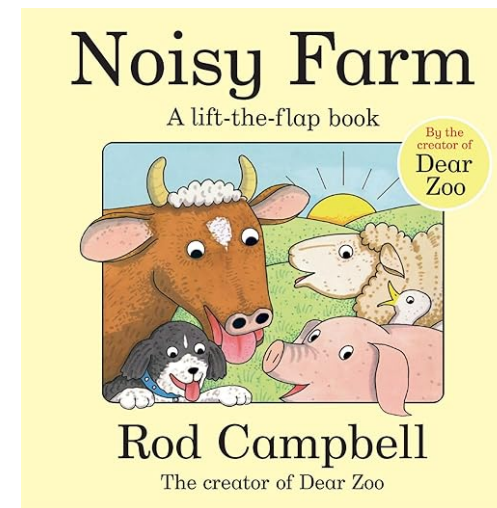
- \* Children will begin to solve real world mathematical problems related to everyday routine e.g. how many cartons of milk do we need? How many bananas are left?
- \* Children will discuss 3D shapes identifying their properties e.g. sides, faces, corners
- \* Children can extend and create ABAB repeating patterns, noticing and correcting any errors

### EAD

- \* Children learn to remember and sing entire songs, they learn to sing to match the pitch of another person and to sing the melodic shape of familiar songs.
- \* Children will listen to music from different cultures (e.g. African/Indian) and explore dance and movement to music.
- \* Children arrange natural materials to create pictures and patterns in the style of the artist **Andy Goldsworthy**.



## Summer 2 And On That Farm...



### PSED

- \* Children will develop confidence to assert themselves, sharing their ideas and developing independence skills.
- \* Children are able to talk about their feelings using key vocabulary 'happy, sad, worried, angry' and begin to describe how they might feel if they were different characters from the key stories.
- \* Children begin to talk with adults and peers to solve conflicts and problems e.g. how to make sure every one can take a turn
- \* Children begin to understand how others might be feeling, characters from stories or friends at school

### C&L

- \* Children will develop confidence to assert themselves, sharing their point of view in conversations and learning to debate or disagree with others while sharing their ideas e.g. is it right to take something that doesn't belong to you? (The Thief of Bracken Farm)
- \* Children use talk to develop their imaginative play, pretending, acting out and designating roles with their friends.

### PD

- \* Children show increasing independence getting dressed and undressed, putting on coats, shoes, dressing up clothes, aprons etc...
- \* Children make healthy choices around food, drink and learn about healthy foods and produce from the farm and about exercise and ways to move their body to keep fit.

### Literacy

- \* Children will engage in conversations about what they hear in stories and texts, learning new vocabulary.
- \* Children are introduced to non fiction texts and learn about the key features, e.g. contents pages, and how they tell us facts
- \* Children will predict what will happen next, suggest endings and retell stories with increased confidence sharing their own ideas.
- \* Children will use their print and letter knowledge throughout early writing opportunities, hearing and writing initial sounds for words.
- \* Children write some or all of their name forming accurate and recognisable letters.

### EAD

- \* Children explore instruments playing them with increasing control to express feelings and ideas, creating their own songs
- \* Children use a variety of media and tools to create paintings, collage and models using their own ideas.
- \* Children combine materials and explore different methods to create structures/barns for the animals/a new tractor for the farmer etc...discussing and developing their ideas and choices.

### Maths

- \* Children use mathematical language to discuss where the cat could be hiding in **The Thief of Bracken Farm**
  - \* Children will recognise and order numerals on a beanstalk.
- \* Children will make comparisons in size and height between different beanstalks/sunflowers
- \* Children develop confidence with numbers, subitising, counting accurately, recognising numerals and matching to quantity to sort animals into their farm yard pens e.g. how many ducks need to be swimming on the pond? Can you count the sheep in the field?

### UTW

- Children will share the story **Jasper's Beanstalk**, plant seeds and learn about how to care for seeds and plant.
- \* Children will learn about the job role of a farmer and the produce from the farm
- \* Children will explore and talk about different forces they can feel
- \* Children will begin to understand the need to respect and care for the natural environment and all living things, especially in relation to the farm, its animals and produce.
- \* Children will enjoy a visit to **Lower Drayton Farm** where they will meet animals, farm workers and learn about farm produce.