

	Summer 1						Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
PRIME AREAS	C&L	CL underpins all areas of learning & development. Back & forth interactions form the foundations for language & cognitive development. The number & quality of the conversations children have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children & engaging them actively in stories, non-fiction, rhymes & poems, provide opportunities to use & embed new words in a range of contexts. Through conversation, story-telling & role play, where children share their ideas with support & modelling, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.												
	C&L	To answer questions related to stories. Use new vocabulary through the day. To listen to the ideas expressed by others and ask relevant questions. To use a range of language to describe feelings. Connect one idea or action to another using a range of connectives. Participate in small group, whole class and 1:1 discussions To use past present and future tenses appropriately. Retell stories, once they have developed a deep familiarity with the text, exact repetition and in their own words. Use talk to help work out problems and organise thinking and activities.												
	PSED	PSED is crucial for children to lead healthy & happy lives and is fundamental to cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist & wait for what they want & direct attention as necessary. Learn how to look after their bodies, including healthy eating, & manage personal needs independently. Learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.												
	PSED	Building Relationships: My family and friends						Managing self: My wellbeing						
			What makes a good friend?		Being a good friend.				What is exercise?			Team races Sports Day	Eating healthily	
	PD	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.												
	PD fine motor skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.												
PD PE Gross motor skills	Dance: Nursery Rhymes Gymnastics: High, Low, Over, Under													
SPECIFIC AREAS	Literacy:	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories and non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words(decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).												
	Literacy: Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.												
	Literacy: Writing	The Night Pirates Pete Harris and Deborah Allwright 'How to be a pirate' guides Writing in role, letters, labels and captions Family & friends. Izzy Gizmo Pip Jones Simple explanation Signage, letters of advice, lists, labelled diagrams						I Will Not Ever Never Eat a Tomato Lauren Child Own stories about a fussy eaters Statements, writing in role, shopping list			Bringing the Rain to Kapiti Plain Verma Aardema Tourist information leaflets Labels and captions, retellings, simple explanation.			
	Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding e.g. using manipulatives, including small pebbles & tens frames for organising counting – children will develop a secure base of knowledge & vocabulary from which mastery of maths is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of maths including shape, space & measures. It is important that children develop positive attitudes & interests in maths, look for patterns & relationships, spot connections, 'have a go', talk to adults & peers about what they notice & not be afraid to make mistakes.												
	Maths	Place Value to 20 Build numbers beyond 10 (10-13, 14-20) Continue patterns beyond 10 (10-13, 14-20) Verbal counting beyond 20 Verbal counting patterns Addition and Subtraction Add more How many did I add? Take away How many did I take away? Shape Select shapes for a purpose Rotate shape Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes						Sharing and Grouping Explore sharing and grouping Even and odd sharing Play with and build doubles Geometry- position, direction and mapping Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create maps and plans from story situations						

		Summer 1						Summer 2						
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
UW		Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children’s personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children’s vocabulary will support later reading comprehension.												
UW Science		I am a scientist						I am a scientist						
	Push or Pull	Float or sink?	Consolidation	Consolidation	Consolidation	Consolidation	Loud or quiet?		Light or dark?		Summer senses		Freeze or melt?	
UW RE		Why are some places special?						Why are some places special?						
	What places are special to you?		Which places are special to our community?				Why are mosques special to many Muslim people?		Why are churches special to many Christian people?					
UW Humanities: History/ Geography		Peek into the Past & Adventures Through Time						Around The World						
			UW History Picture Detective		UW History Transport through time		Home or Away?	Bear’s UK travels	City or Countryside?	UW History Wearing the Crown	Exploring World Landscapes	Desert Explorers	<i>Polar Explorers</i>	
Computing		Exploring Hardware						Using a Computer						
	Exploring hardware	Technology at home and school	Pictures of play	Consolidation	Picture walk	Consolidation		Keyboards		Logging in and out	Mouse control	Mouse control clicking	Mouse control clicking and dragging	
EAD		The development of children’s artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.												
		Transport						Big Band						
EAD Music	Exploring different kinds of transport	Trains	Boats	Cars	Transport journey	Consolidation	What makes an instrument?	Introduction to orchestra	Follow the beat	Tuned and untuned instruments	Big Band performance	Consolidation	Consolidation	
EAD: Art and DT		DT Structures: Boats						Sculpture and 3D						
	Waterproof materials	Floating and sinking: Science	Boats/ Investigating boats	Designing Boats	Designing Boats	Creating and Testing Boats	Creating and Testing Boats	Clay	Designing animal sculptures	Creating animal sculptures		Painting animal sculptures		