

Communication and Language

(CL)

Time to Share!

Daily Story Time

Show and tell

Weekend news

Discovering passions

Read books that will extend their knowledge of the superheroes and the world. Select books containing pictures, places in different weather conditions and seasons.

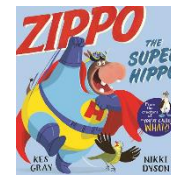
Daily Rhyme Time

Book Vote



Wow

Visit from Lollypop person/Firefighter
Superhero Dress up Day
D-Day
Father's Day
Family Reading Time



Phonics/Reading

Phonic Sounds: RWI

Children will be in differentiated groups some children will still focus on Set 1 sound. Children will focus on learning to recognise these and learn to blend sounds into words. Other children will progress to reading and blending of diagraphs - "Special Friends," two letters that make one sound.

sh th ch qu ng nk ck

Children will consolidate letter groups, such as 'th', 'sh', 'ch', and progress onto 'ee' 'or' 'igh'.

Children continue to note the correspondences between letters and sounds that are unusual or cannot be blended together, such as "I", "my", "the" do', 'said', 'were'.

Begin naming letters of the alphabet. Begin to distinguish capital letters and lower case letters.

Reading simple sentences with fluency. Reading CVC, CVCC and CCVC words confidently.

Transition with Year 1 staff

Writing/Literacy

- Children name and label a superhero of their choice.
- Children label and write character description about Supertato.
- Children retell the story of Zippo in their own words.
- Children create stories about their own superhero. Children describe their parent's superhero work in the community.
- Children write silly rhyming poems.

Using familiar texts as models for writing they write sentences using some red words that are spelt correctly. They begin to use full stops, capital letters and finger spaces Children focus on writing a beginning, middle and end.

Summer Term 2 Superheroes!

Do All Superheroes Wear Capes?

Books:

Supertato

Zippo The Super Hippo

How To Save A Superhero?

Real Superhero's

My Mum Is A Fire Fighter

Hindu tales and stories

Non-fiction texts about people who help us.

Mathematics (M)

Children will continue counting using simple rhymes and songs. They will continue to learn to clarify objects based on one item being counted as one.

Using White Rose Maths and Maths Mastery Programmes children will learn through units of work. Through the phase of Find My Pattern children will learn about doubling, sharing and grouping, odd and even. The measure, shape & spatial thinking element of this unit will focus on 3D shapes and building simple models using cubes.

Through the unit On The Move children explore problem solving. The measure, shape & spatial thinking element of this unit will focus on the children learning to build obstacle courses, treasure maps and designing mazes.



Computing & Online Safety

Children will develop an interest in ICT by using age appropriate websites or programs. They will use a mouse to rearrange objects and pictures on a screen and begin to use a keyboard. They will recognise text, images and sound when using ICT and learn to use a camera or sound recorder to collect photos or sound. The children will use a simple pictogram or set of photos to count and organise information.

Physical Development (PD)

Fine Motor Skills: Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognizable. Build things with smaller linking blocks, such as Duplo or Lego

Gross Motor Skills: Fun & Games

Through the unit of work - Fun & Games the children begin to have an awareness of others, movement games, sense games, ball games, parachute games, simple game. General balance Skills. Healthy Life style. Dance and movements to songs, hymns, rhymes & stories. Climbing - outdoor equipment. Different ways of moving are explored with children.

Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Regular reminders about thorough handwashing and toileting.

Life skills: Leadership and teamwork

RHE

Through the scheme Ten:Ten, the children will explore through stories the following sessions of work: God is Love - children begin to explore the Trinity, where God is there-in-one and that each part loves the others and loves us. Through the session Loving God, Loving Others - the children build on the previous lesson where they learnt that we are made to love others just like God loves us and begin to consider their wider communities. This is taught through the story of Jesus feeding the, 5,000 from the humble offerings of a small boy. The children start to recognise that our loving actions can be used by God to do incredible things. Through the session of Me, You, Us - the children extend their understandings of communities and they begin to recognise the responsibilities they have to people, places and the planet, now and as they get older.

Summer Term 2 Superheroes! Do All Superheroes Wear Capes?



Expressive Arts & Design (EAD)

Children will continue to learn about Sculpture and 3D.

The children draw superhero with crayons before painting superhero capes and then experimenting with drops of vinegar using a pipette and watch the paint fizz with superpowers.

Experimenting and colour mixing for superhero capes and investigate which material would be the most suitable for a cape.

Children make their own superhero puppets & design a house for a super hero.

The children draw round each other and their shadows with chalk as they lie on the floor in different superhero poses. Children then decorate these outlines using chalk or found materials.

Music: Through Music Express Topic: "Under The Sea" children will sing, play, listen respond and move to music. They dive into a watery world full of mysterious and exciting marine life. Children will also have a whole class instrumental experience.



Understanding the World (UW)

Children explore prior knowledge of superheroes. through fiction and non-fiction based literature children learn about fictitious superheroes and those real-life superheroes who do amazing things in order to help other people. Children begin to identify such people in the local community as firefighters, doctors, builders and those who come to the rescue by repairing things, such as plumbers and carpenters. Children learn from their parents the jobs that they do and discuss these in the classroom. Children complete a class survey of their parent's jobs and make a Lego graph and begin to understand the important jobs that our parents do for the community. Children have a special visit from a fire fighter in the local community.

Children create maps showing the settings from their favorite superhero stories and then act the story out by moving superhero figures through the map and invite the children to use a programmable toy to follow the route. Children think about what the school would look like to flying superheroes and look at an aerial view of the school setting and its surroundings, as well as large-scale local maps. Children fly superhero models over these and comment on things the superheroes will notice, such as roads, buildings and open spaces. Children design a house for a superhero by looking at their own houses and understanding how they have changed over the past 100 years.

Children investigate light and sound. They begin to understand the definition of the words and investigate, shadows, make shadows using their own bodies and that of objects. Children explore making their own rainbows. They listen to sounds and experiment making their own sounds. Children explore the seasonal changes within the season of Summer and also investigate the seasonal changes that have taken place throughout the year.

Through our RE program, Come & See and the topic of Friends, the children continue their learning from Summer Term 1 and explore what it means to be a friend and how to make friends with each other. They begin to understand that Jesus had good friends and that we can become a friend of Jesus. The children also begin to recognise that Jesus has a special rule for his friends and that he wants us to love one another. Through the unit of work - Our World, the children begin to explore what they love and wonder about our world, they start to recognise that everyone shares in God's world and that we should praise and give thanks to God for our wonderful world.