

SUMMER 2

General Themes

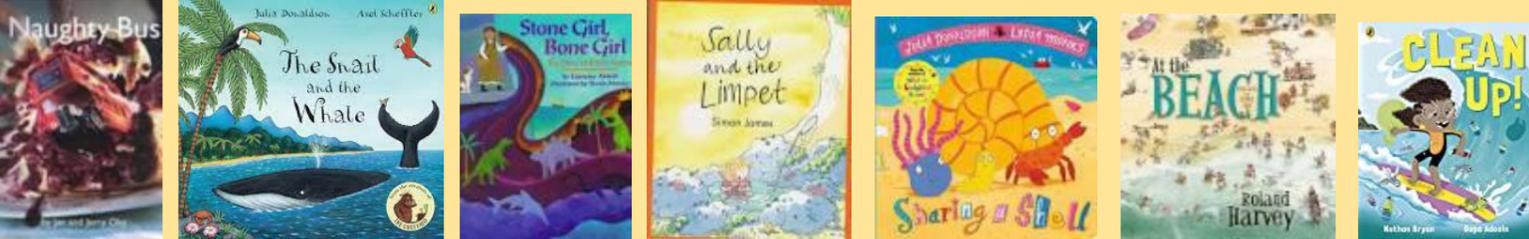
JOURNEYS



UNDER THE SEA



Summer 2 Literacy Texts



Summer 2 Poetry Basket Poems

- Thunderstorm
- If I were so very small
- I have a little frog
- Five Little Peas
- The Fox
- Monkey Babies
- Five Little Owls

Suggested Texts

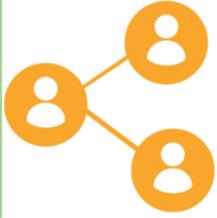
Possible Books to be used / sourced, which follow themes (which could be used if reflect particular interests)



Dunnington CE Primary School – EYFS – Summer 2 Medium Term Plan

AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p><b>Communication and Language</b></p> 	<p><b>Listening:</b> Listen attentively and respond to what they hear with relevant questions, comments, or actions.</p> <p><b>Attention:</b> Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.</p> <p><b>Respond:</b> Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear (e.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”)</p> <p><b>Understanding:</b> Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category (e.g. Animals, transport, food, etc.) Understand a range of words and use them to describe things as well as know in which context to use them. Name objects, characters, and animals from a description (e.g. “It lives in the jungle and is fierce with big teeth and is stripy.”)</p> <p><b>Speaking:</b> Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. (e.g., “I made a big round pizza with tomato, cheese and ham on top”) Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as ‘if’, ‘because’, ‘so’, ‘could’ (e.g. “I can have a biscuit if I eat all my dinner”)</p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day (in discussions and in conversation).</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

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<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>Express feelings:</b> Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> <p><b>Manage behaviour:</b> Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> <p><b>Self-awareness:</b> See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> <p><b>Independence:</b> Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p><b>Collaboration:</b> Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others’ needs and feelings.</p> <p><b>Social skills:</b> Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p> <p><b>Jigsaw theme – Changing Me</b> Covering – Naming parts of the body, knowing what foods are healthy, understanding that we grow from babies to adults, expressing feelings about moving to Year 1, talking about worries and sharing best bits of the Reception year.</p> <p><b>RE - Key question: What is special about our world and why?</b></p>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships (with peers and with adults)</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs: Personal hygiene</li> </ul>

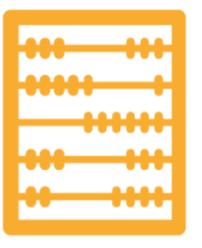
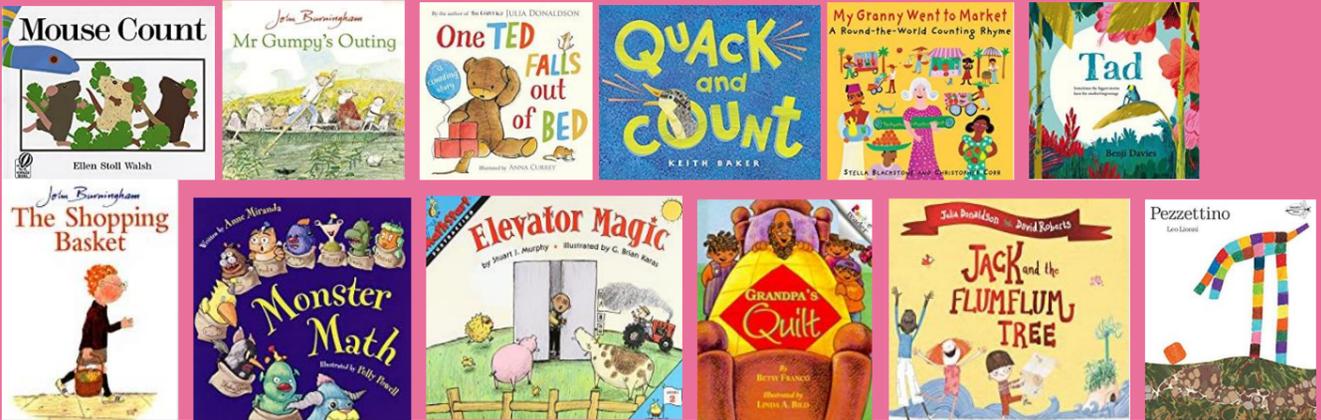
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AREA OF LEARNING	OBJECTIVES/SKILLS	ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters)
<p><b>Physical Development</b></p> 	<p><b>Fine Motor Skills:</b>            Hold pencil effectively and comfortably.            Holds a pencil effectively to form recognisable letters.            Know how to form clear ascenders and descenders and begin to form most letters correctly.            Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p> <p><b>Gross Motor Skills:</b>            Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>PE Hub (Speed Agility Travel – Unit 1)</b>            To travel with some control and coordination            To change direction at speed through both choice and instructions            To perform actions demonstrating changes in speed            To stop, start, pause, prepare for and anticipate movement in a variety of situations</p>	<ul style="list-style-type: none"> <li>• 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 spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• 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</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul>

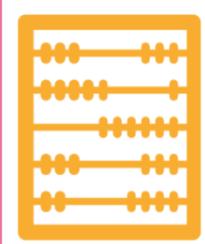
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<p><b>Literacy</b></p> 	<p><b>COMPREHENSION</b>                      Play influenced by experience of books - act out stories through role play activities, using simple props (e.g., hats, masks, clothes, etc.) &amp; appropriate vocabulary.                      Innovate a known story.                      Recall the main points in text in the correct sequence, using own words and include new vocabulary.                      When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.                      With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>	<ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Read books consistent with their phonic knowledge.</li> </ul>
	<p><b>WORD READING</b>                      Read tricky words from Phase 4 (e.g., said, like, have, so).                      Re-read what they have written to check that it makes sense.                      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.</p> <p><b>Phonics (Little Wandle)– Phase 4</b>                      Week 1 – Long vowel sounds CVCC CCVC                      Week 2 – Long vowel sounds CCVC CCCVC CCV CCVCC                      Week 3 – Phase 4 words with -s /s/ at the end; Phase 4 words with -s /z/ at the end; Phase 4 words with -es /z/ at the end; longer words                      Week 4 – Root words ending in: -ing , -ed /t/, -ed /id/ /ed/, -ed /d/                      Week 5 – Root words ending in -er, -est; longer words                      Review all tricky words taught so far and secure spelling</p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
	<p><b>WRITING</b>  <b>Emergent writing:</b>                      Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop.  <b>Composition:</b>                      Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.                      Write different text forms for different purposes (e.g., lists, stories, instructions, postcards.)  <b>Spelling:</b>                      Spell words by drawing on knowledge of known grapheme correspondences.                      Make phonetically plausible attempts when writing more complex unknown words                      Spell irregular common (tricky) words e.g., he, she, we, be, me independently.  <b>Handwriting:</b>                      Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

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<p><b>Mathematics</b></p> 	<p><b>Consolidation of key skills:</b></p> <ul style="list-style-type: none"> <li>• Subitising</li> <li>• Counting</li> <li>• Composition</li> <li>• Sorting and Matching</li> <li>• Comparing and Ordering</li> </ul>	<p>Subitising – Give regular opportunities to instantly recognise small quantities.</p> <p>Counting – Practice and consolidate counting on and back within 10.</p> <p>Composition – Further develop understanding that all quantities are composed of smaller quantities.</p> <p>Sorting &amp; Matching – Notice similarities and differences.</p> <p>Comparing &amp; Ordering – Compare and order quantities and measures.</p>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>
<p><b>First, then, now</b></p>			
<p><b>Adding More</b></p>	<p>Use real objects to see that the quantity of a group can be changed by adding more.</p> <p>Use the first, then, now structure to create maths stories in meaningful contexts.</p> <p>Encourage the children to represent number stories using 10 frames, number tracks and their fingers.</p>		
<p><b>Taking Away</b></p>	<p>Use real objects to see that the quantity of a group can be changed by taking items away.</p> <p>Use the first, then, now structure to create maths stories in meaningful contexts.</p> <p>Ask the children to count all items at the start, take away the required amount practically and then subitise or re-count to see how many are left.</p> <p>Encourage the children to represent number stories using 10 frames, number tracks and their fingers.</p>		
<p><b>Shape</b></p>	<p>Understand shapes can be combined and separated to make new shapes.</p> <p>Investigate how a given shape can be built using smaller shapes</p> <p>Encourage children to explore combining a set of given shapes in different ways.</p>		

Mathematics,  
cont...

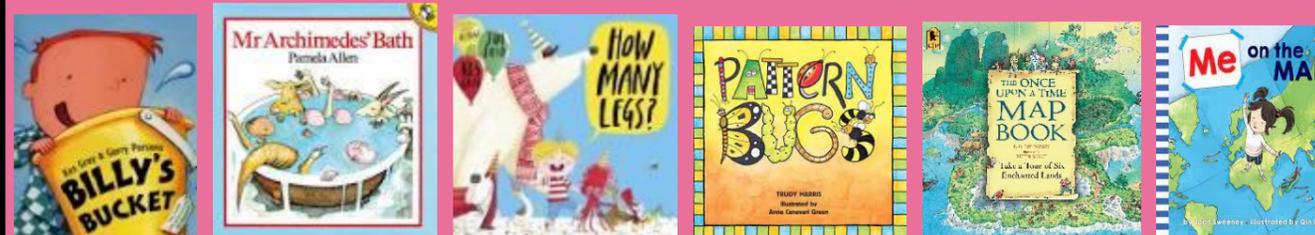


Find my pattern



<b>Doubling</b>	Learn that double means 'twice as many'. Build doubles using real life objects and mathematical equipment. Provide examples of doubles and non-doubles for the children to sort and explain why.
<b>Sharing and Grouping</b>	Provide opportunities to share fairly, recognise and make equal groups. Notice that sometimes there are items left over when they share or group. Encourage suggestions for resolving unfairness when sharing.
<b>Even and Odd</b>	Understand that some quantities will share equally into 2 groups, and some won't. Notice that some quantities can be grouped into pairs, and some will have one left over.
<b>SSM</b>	Understand that places and models can be replicated and experience looking at things from different positions. Use positional language to describe where objects are in relation to others.

On the Move



<b>Patterns &amp; Relationships</b>	Explore and investigate relationships between numbers and shapes. Continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions.
<b>SSM</b>	Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Provide opportunities for children to create their own maps.

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<p><b>Understanding the World</b></p> 	<p><b>Chronology:</b> Order experiences in relation to themselves and others, including stories. Recount educational visit.</p> <p><b>Enquiry:</b> Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Key Question: ‘Who was Mary Anning and why was she important?’</p> <p><b>Respect:</b> Understand the need to respect and care for the natural environment and all living things. Link to beach and plastics – school trip.</p> <p><b>Mapping:</b> Create own maps using grid paper and symbols These may include mapping school, local area, or a city and also in imaginative play (e.g. Pirates - x marks the spot treasure maps).</p> <p><b>Computing:</b> Use IWB games to support learning Use Beebots to create journeys, thinking about debugging.</p> <p><b>Enquiry:</b> Comment and ask questions about their immediate environment and understand the effect of the changing seasons. Key question: How are shadows made?</p> <p><b>RE:</b> Key question: What is special about our world and why?</p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them (by taking part in weekly Forest schools’ activities and making observations and drawing pictures of animals and plants.</li> <li>• Describe what they see, hear, and feel outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

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<p><b>Expressive Arts and Design</b></p> 	<p>Create collaboratively sharing ideas, resources, and skills</p> <p><b>Design:</b> Combine different media and skills. Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason Be able to evaluate creations saying what went well, what they could improve, etc</p> <p><b>Art:</b> Self portraits Beach art Skill: produce more detailed work and say what they have included. Skill: to be able to choose a particular colour for a purpose.</p> <p><b>Music:</b> Our World Journeys and Adventures Singing songs Developing awareness and understanding of:</p> <ul style="list-style-type: none"> <li>- notation rhythm reading,</li> <li>- rhythm,</li> <li>- note durations,</li> <li>- improvisation</li> <li>- listen and appraise</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>