

# Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R  
Summer 2

## All Journeys and Summer

Using the child as the starting point, and so initially thinking about where they live and where they may have visited. This topic allows the little one to use their communication and language skills as well as covering all six other areas of learning by:

Looking at their town/ village.

Looking at other places in the world linked with British values of mutual respect and tolerance.

Looking at different sorts of journeys, reasons and transport.

Looking at what they now know with regard to letters and numbers and how they can further develop and use the many skills they have now acquired.

## Expressive Arts and Design

**Music and materials from other countries.**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Baking – picnic food

**Making resources to complement big books and topic- suitcases, sunhats, sunglasses.**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories  
Music – Jolly music

## Literacy

### Reading

Building on skills from last half-term. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. This half-term looking at fiction and non-fiction books with regard to different places in the world and different types of journeys – air, road, magic carpet etc. Fiction big books closely linked to the topic of journeys. Plus all the many fiction books where animals are the main characters. Look at adjectives linked to travel – hot, warm, sunny, dull etc.

### Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children will use adjectives to describe size, colour, sound of the places they have visited. We will focus on letter formation including the correct formation of upper/lower case. Children will write for a purpose including postcards, holiday diary, passports. Children will look at key word spelling lists 1-6 as well as spelling CVC words and making phonetically plausible attempts at multi-syllabic words.

## Mathematics

**Number recognition and order including understanding more/less, ordinal numbers and comparing numbers so they can use scales measures.**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Size including comparing size and using appropriate vocabulary e.g. suitcases and what they weigh. Pattern including repeating and random patterns on summer clothes. Positional language where things are on maps. Sequencing events in a holiday diary.**

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## Music

### Scheme: Charanga, Jolly music

This scheme is followed as a separate, focused lesson on a weekly basis. The main focus during lessons is finding the pulse /beat. Using glockenspiels. Learning and singing songs and making music goes on daily within the continuous provision.

## R.E.

### Special Places including places of worship

My home – favourite room  
Christian Church  
Synagogue  
Mosque

## P.E.

### Scheme: Real P.E and Imoves

Incorporating key skills within focused PE sessions. Physical development occurring each day within continuous provision both indoor and outdoor.

## Physical Development

**Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

Development of fine motor skills- name writing, and grapheme formation.

Gross motor skills – how they and other animals move and the ways in which they move including climbing, swinging, slithering.

Fine motor skills – developing letter formation and other activities which require these skills.

**Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**

Independent skills – what they can do for themselves compared to what they could do when they were a baby.

Using tools and equipment safely and for purpose.

## Personal Social and Emotional Development

**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. British Values – mutual respect and tolerance.**

Thinking about the people and places they may visit and the associated language and customs they may encounter.

The needs of all living things around the world and how they may vary from place to place.

**Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help. British values – freedom of speech and respect of rule and law.**

Further developing of independent skills- thinking about how they can keep safe, in the sun, snow, near roads, near water

Happy to chat their likes and dislikes- trips, places visited.

How they feel if they have ever been lost.

**Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand how to follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**

Understanding right and wrong and why with particular regard to the environment. Looking at customs and traditions in other countries.

Winning / losing how you might feel – link to sports' day.

Thinking about the consequences of actions and talk.

## Understanding of the World

**Looking at their preferences with regard to places they have visited. Looking at children from other countries, the types of clothes they might wear and why and customs associated with those countries - British values**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Looking at different types of journeys, transport and places to go.**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Looking at educational computer games and mouse control. Using a programmable toy and making it move along a given route. Associated technology with holidays, cameras, i-pads etc.**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Communication and Language

**Developing skills with regard to comprehension and entering into discussions knowing how to follow the conversation; discussing books covered.**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Using speech as their first form of communication to give explanations of their understanding.**

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Understanding that not everyone in the world speaks the same language and chatting about how different words in other languages represent the same word.**

Children follow instructions involving several ideas or actions. They answer 'how and 'why' questions about their experiences and in response to stories or events.