

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R
Summer 1

All Creatures Great and Small

Beginning with what the children already know and what they would like to find out.

This theme allows for active learning through hands-on enquiry.

Looking at different types of animals, where they live, their environment, needs, what they eat.

Looking at life cycles.

Choices – what makes a good pet and why linked with the British values of freedom of speech and expressing opinions.

The theme is planned to evolve through a cycle of engagement, development, innovation & expression, this allows children have ownership of their learning experience.

Expressive Arts and Design

Animal sounds, music- making animals and replicating patterns and textures.

Handa's hen dance.

Children sing songs, make music and dance, and experiment with ways of changing them.

Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Baking – ladybird doubles biscuits, butterfly buns.

Look at and recreate the work of Andy Goldsworthy.

Making resources to complement big books and the theme, such as minibeast pebbles and bug ball accessories.

They can talk about features of their own and others' work, recognising the differences between them and the strengths of others. Talk about the ideas and processes which have led them to make music, designs, images, products.

Literacy

Reading

Building on skills, children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately, including words of more than 1 syllable. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read, such as describing the main events.

Fiction books about different animals. Books and stories about imaginary people and events and where creatures are the main characters, such as ladybirds (the 'Bad tempered ladybird' and 'The Lazy Ladybird', 'What the ladybird heard'); caterpillars (The very hungry caterpillar; Caterpillar dreams; the munching, crunching caterpillar)

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. They use key features of narrative in their writing. Writing for a purpose -a thankyou letter to the farm; a recount of the farm visit; an information pamphlet. Children will learn to spell key words as well as CVC words, making phonetically plausible attempts at multi-syllabic words. Writing and retelling stories.

Mathematics

Geometry-exploring patterns; making simple patterns and exploring more complex patterns.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Addition and subtraction -count on and back-adding by counting on; taking away by counting back.

Numbers and place value-numbers to 20; counting to twenty; learning teen numbers

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. Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Music

Scheme: Charanga

This scheme combines music appraisal, listening and attention skills, singing lots of traditional songs and rhymes, co-ordination and control skills and musical exploration in theme-based lessons. Music is taught as a discrete lesson each week, and elements of lesson is repeated and built upon, giving children ample opportunity to develop their music skills as well as their confidence in exploring different ways to play instruments.

R.E. - Story Time

The Lost Sheep

The Boy Who Cried Wolf

The Crocodile and the Priest

Bilal and the Beautiful Butterfly

The Gold Giving Serpent

The Elephant and the Dog

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. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. Children can hop confidently and skip in time to music.

Development of handwriting and grapheme formation.

How they and other animals move and the ways in which they move including climbing, swinging, slithering.

Dance -bug ball.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Personal Social and Emotional Development

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.

Thinking about the relationship between animals and their young.

The needs of babies and young animals.

The needs of all living things to grow healthily.

Children are confident to try new activities and say why they like some activities more than others. They choose the resource they need for their chosen activities. They say when they do or don't need help.

Further developing of independent skills- thinking about what they can now do and how their skills have grown.

Happy to chat about their likes and dislikes.

How they feel when seeing small/ young/ wild or fierce animals.

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. Understand how to follow rules. Making links with British values.

Reading and discussing the behaviour of the 'Bad tempered ladybird' and 'The Lazy Ladybird'.

Thinking about what stealing means and why it is wrong. How would you feel if someone stole from you? What happens to people who steal things from others?

Understanding right and wrong and how this understanding has grown over time.

Starting to be able to negotiate to solve problems with links.

Thinking about the consequences of actions and talk.

Understanding of the World

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. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

Looking at different types of minibeasts and where they live. Lifecycle of a frog. Creating minibeast habitats. Visit the school pond. Circle times: being proud, being good at different things, having different beliefs and traditions.

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.

Use music composition and art programs; phonics and counting games.

Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives.

P.E.

Scheme: Real P.E and Imoves

Incorporating key skills within 3 focused PE sessions. Coordination with equipment; agility: reaction/response; ball chasing/static balance; minibeast dances.

Communication and Language

Further developing skills about comprehension and discussing books shared.

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. After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

Using speech as their first form of communication to give explanations of their understanding. Taking verbal messages around school.

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 using a range of vocabulary; add information or explain actions.

Understanding- listening in a larger group, for example at assembly.

Listen attentively with sustained concentration to follow a story without props or pictures. Carry out instructions which contain several parts in a sequence.