

Thurgoland CE Primary School

Learning Together in Faith and Joy

Year R
Summer 2

All Journeys and Summer

The 'hook' for the theme will be a letter and a visit from the crossing patrol person. Journeys by foot-learning road safety; walking around Thurgoland-looking at main features. A traffic survey will be conducted!

Looking at other local places where the children travel from.

How do we travel further? Train, boat, aeroplane.

Literacy

Reading

Building on skills, 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.

Non-fiction books about different places in the world and different types of journeys – air, road, train, water.

Books and stories about imaginary people and events (Fiction stories) include Mr Gumpy's motor car; Mr Gumpy's outing; The Journey; The train ride; Chapatti moon.

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. We will focus on letter formation including the correct formation of upper/lower case. Children will write for a purpose including postcards, passports and lists-what to pack in a suitcase/backpack. Write simple stories- retell and innovative such as the runaway...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.

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.

Sewing- Muslim prayer mat.

Baking – picnic food; traffic light biscuits; fruit boats.

Making a boat. Paper airplanes.

Role play areas-healthy eating café, train station.

Acting out stories-runaway chapatti; train ride; journey on a boat (inflatable!)

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

Mathematics

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.

Multiplication and division-numerical patterns-doubling; halving and sharing; odds and evens

They solve problems, including doubling, halving and sharing.

Measurement-measure-length, height and distance; weight; capacity.

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

Music

Scheme: Charanga

Learning and singing songs and making music goes on daily within the continuous provision. One dedicated session per week to the scheme- Rhythm
Different pitch with voice; hand notation-pitch up and down

R.E.

Special Places including places of worship

My home – favourite room
Christian Church
Synagogue
Mosque

P.E.

IMOVES: Construction/machines

Sports day

REAL PE: Unit 6-ball chasing/ static balance floor work

APPARATUS: Linking floor to apparatus

Sports day-being part of a team.

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; using hole punches; sewing needles.

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-baking; tools for making a boat out of wood.

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, near roads, near water.

Happy to talk about trips, places visited. Reflecting on the year-what have they enjoyed?

Looking forward to year 1-be willing to try new things, new challenges.

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.

Understanding of the World

Where in the world are we going to go?

Looking at their preferences about 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 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 journeys, transport and places to go.

Traffic survey in front of school. A local walk. Litter picking and recycling. Testing boats for floating and sinking. Creating maps; following maps; orienteering skills.

Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Using a programmable toy and making it move along a given route. Associated technology with holidays, cameras, iPad etc. Using iPad to record/video (start. Stop animation) Online safety-Pants rule: my pants are just for me; should you show others your pants? Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need.

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.