



Understanding of The World

1	Children to talk about significant events in their life with confidence. (History Link)	Chn will recall events such as Christmas, Easter, Mother's Day etc.
2	To explore materials which will float and which will sink. (Science Link)	Using beach objects such as sunglasses, beach ball, arm bands, lotion etc.
3	To know how to test whether materials will float or sink. (Science Link)	Modelling how to test different items in different contexts such as water tray, small world, outdoors etc.
4	Use IT hardware to interact with age-appropriate computer software. (Computing Link)	Explore a mixture of ICT activities such as Purple Mash, Phonics apps, Beebots, metal detectors
5	To use the iPad to complete a simple task. (Computing Link)	
6	To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)	Linking in seaside theme of what we can find in different areas of the outdoors- seaside, forest, parks etc
7	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. (Science/ Geography Link)	Linking in to farm visit- which animals produce which foods, who are the people that help this happen?
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Key People/Places/Facts

1	Size of objects	The size of an object does not determine if it floats or sinks.
2	School events	Chn will be able to discuss significant events such as Halloween, Christmas, Easter etc.
3	Farm produce	What food can we get from a working farm?- Links in to the farm visit.
4	Natural resources	What are they and where can we find them?
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Big Questions

1	What types of foods do we eat? Where does it come from?	What is recycling?
2	Why should we look after the outdoors?	How can you tell an object will sink?
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Vocabulary

	Tier 2	Tier 3	
	Float	Meat	
	Sink	Vegetables	
	produce	fruit	
	consume	natural	
	collect	recycle	
	predict	material	
		computer	

Literacy

Reading:

Skills

Games focussing on oral blending.
Children are able to identify initial sounds.
Make predictions about a story using the relevant vocabulary with independence.

Knowledge

To be able to segment sounds in CVC words
To know that letters make sounds
To join in with repetition within stories
To engage in extended conversations about stories

Writing:

Skills

Mark make for a purpose and be able to talk about the marks.

Knowledge

To write their own name independently.

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MATHS

SKILLS

To count, order and recognise numbers to 10, in and out of sequence.
To name and describe 2D shapes.
To name some common 3D shapes and properties.
To compare and order objects according to their size and distance.
To develop fast recognition of numbers.
To use relevant mathematical vocabulary when talking about learning.
To begin to describe a sequence of events accurately.
To recall simple facts about a familiar journey.
To use positional language such as under/behind/ next to/over/ on top of.

KNOWLEDGE

To subitise to 6.
To learn vocabulary linked to describing size and distance.
To be able to say number names forwards and backwards to 15.
To remember the order in which things happen.
To remember different aspects of a journey, e.g. "I walked over a bridge to get to school"

Physical Development

Skills

To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To confidently use scissors and other tools safely.
To mark make using a comfortable grip when using pencils and pens.
To confidently play in a group.

Knowledge

To know how to hold the pencil correctly and recognise and self-correct when they form letters incorrectly.
To successfully take part in group games with support from an adult.
To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.

PSED

Skills

To gain enough confidence to talk to adults and peers.
To begin to be assertive towards others where necessary.

Knowledge

To know how to talk politely and develop an understanding of what is appropriate.
To know that it is OK to challenge others, but they must remember use a kind manner.
To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc

Communication & Language

Skills

To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.
To be able to answer questions and share opinions using the relevant vocabulary.
To be able to talk about the setting, characters and the structure of the story with confidence.

Knowledge

To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.
To use the words they know appropriately to organise themselves and their play

Expressive Arts

Skills

Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. ([Music Link](#))
To listen to music and create movements to the different beats. ([Music/PE Link](#))
To construct with bricks and blocks to make an enclosure. ([DT Link](#))
Explore different materials freely, using them with a purpose. ([Art Link](#))
Beginning to be interested in and describe the texture of things. ([Art Link](#))

Knowledge

To know that body movements can be changed depending on the rhythm to achieve a desired effect. ([Music Link](#))
To know that different construction toys can be used to make new things that can be used in pretend play. ([Art/DT Link](#))
To show confidence in choice of media when creating a model or picture. ([Art Link](#))

Year:2024/2025

Term: Summer 2

**Theme: Time for
a Change**

