

### Literacy:

Environmental print.  
Objects of reference, transition slides, photographs and symbols.  
Recipe books, non-fiction books about growing food, stories about food.  
Listen to stories with growing attention and recall – able to sequence three key events from a familiar book.  
Enjoy a greater variety of book genres – listen to non-fiction books and begin to use to find information and learn new topic vocabulary.  
Use mark making in play for purpose – writing shopping lists, recipes.  
Learn to identify letters by sound and shape.  
Use mark making with intention – modelled writing use symbols, pictures and letters to share ideas.

### Understanding the World:

Finding out about world cuisine and developing own interest (likes and dislikes) find out about food that peers and familiar adults eat.  
Where does our food come from – farming.  
Learning about the properties of materials/food – irreversible and reversible changes (simple experiments).  
Take an active part in the community – bake sale, food bank donations.  
Planting and growing own food.  
Using technology to record observations – seesaw, our story app, recording pictures and sound.

### Personal, Social and Emotional Development:

Developing turn taking and sharing – play simple games involving at least three turns with limited support.  
Take part in imaginative play with 1-2 others for at least 5 minutes.  
Able to name some more complex emotions.  
Develop secure relationships with peers; show preference for friendship groups and a strong desire to play with others.  
Developing sense of identity and responsibility; enjoys helping adults to complete tasks – class jobs.  
Recognition of and celebration of diversity.  
Show care and concern for living things – planting, watering own food.

### Mathematics:

Begin to use the language of money, developing an understanding of how money is used in daily life.  
Money – shop role play.  
Recognising and exploring shapes and patterns in the environment - 2-D and 3-D shapes (fruit, vegetables and food packets). Exploring using shapes for purpose through design and construction.  
Making simple measurements using non-standard and standard units (cookery).  
Developing a growing interest in numbers in the environment.  
Use counting skills to solve simple addition and subtraction problems.

### Expressive Art and Design:

Andy Warhol – Campbell's soup cans.  
Using role play to create and imagine everyday experiences. Role-play area – shop, café, ice cream shop  
Using small world toys and scenes with increasing imagination – creating simple narratives. Small world play – dolls house, farm.  
Take part in sensory stories including smell and taste.  
Exploring how different media can be changed, adapted and combined to create different effects.  
Sensory food play.  
Beginning to join in, copy and then create dance in response to music.  
Fruit and veg printing.

### Physical Development:

Personal care – develop understanding of personal hygiene/washing hands.  
Use PE skills to take part in simple games and sports events.  
Fine Motor – use kitchen utensils to mix and chop.  
Tracing, copying, then forming pre-writing shapes, our names.  
Develop finger strength to use kitchen utensils safely and effectively.  
Begin to use scissors to cut with intention.



### Communication and Language:

Develops knowledge of topic related vocabulary and use this to share experiences, talking about people who are not present; ideas and understanding, talking about own experiences of food, cooking. Topic vocabulary – food technology language, food names, kitchen utensils, cooking techniques. Recount – talking about recipes we have made, food we have tasted, trips to supermarket/restaurant.  
Answers who, what and where questions.  
Listens to stories with increasing attention and focus.  
Developing conversational skills in order to engage in conversations with one other lasting at least two exchanges.  
Using talk in role play and small world play.  
Able to sit and complete simple activities for at least 5 minutes.

### Characteristics of Effective Learning:

Observation of:  
Pupils' interest in the world around them, world cuisine, where our food comes from.  
Pupils' investigative skills and attention to detail – copying recipes, photographs of food when plating.  
Pupils' observation skills through questioning and encourage children to explain observations from simple experiments.  
Pupil' problem solving skills through real life experience – designing own recipe, menu, role play restaurant.  
Developing 'plan-do-review' in design and construction play/tasks.

### Literacy:

Environmental print.  
Objects of reference, transition slides, photographs and symbols.  
Develop understanding of story structure – able to describe characters and settings.  
Recognises, repeats and then continues rhyming words in activities.  
Enjoys a greater variety of text types including poetry.  
Recognises, identifies and uses initial sounds to record labels and captions.  
Uses mark making with intention to share experiences, thoughts and ideas – post cards from trips, lists for packing for holidays, summer party shopping list.

### Understanding the World:

Finding out about different holiday destinations – where they are in the world, what they're like, what we can do there. Develop understanding of different landscapes and compare to our local area.  
Explore beaches/seasides around the world and different types of holidays.  
Seasons and the weather – exploring own experiences.  
Sun safety.  
Learn about the different properties of materials and taking part in simple experiments.  
Develop understanding of simple scientific concepts such as floating and sinking.  
Learn about technology in the world.

### Personal, Social and Emotional Development:

Demonstrate understanding of shared resources and allow others to take turns and share.  
Take part in imaginative play with 1-2 others for at least 5 minutes.  
Develop understanding of emotions – able to talk about how they feel today – zones of regulation.  
Understand that some actions may upset others.  
Demonstrate the ability to wait for a short period for needs to be met.  
Develop sense of identity and responsibility – ask to help adults and take pride in helping others.  
Recognise and celebrate diversity – able to talk about themselves positively and understand that they are different to others.

### Mathematics:

Uses numbers to solve everyday problems including money, addition/subtraction and measurement.  
Exploring shapes for purpose through design and construction.  
Knows the names of 2D shapes and recognises the properties of 3D shapes.  
Learns and uses the language of weight and capacity.  
Makes simple measurements in non-standard and standard units.  
Able to write numbers to 10 and beyond.  
Shows interest in problem solving activities.

### Expressive Art and Design:

Alma Thomas – The Eclipse – collage.  
Use role-play to imagine holidays, the beach, going on an airplane – playing characters e.g., pilot, Lifeguard. Role play – beach, hotel, airplane.  
Use small world toys and scenes with increasing imagination - learning to create simple narratives in play. Small world – holidays – beach.  
Take part in movement stories to imagine, create and retell characters actions and events.  
Engage in design, plan, do and review based activities.  
Use a variety of materials to create with purpose.  
Select appropriate tools to complete activities.

### Physical Development:

Becoming proficient with dressing skills – manages buttons, zips and fasteners.  
Using PE skills to take part in simple games and sports events.  
Fine motor – trace, copy and correctly form the letters of their name.  
Develop finger strength to use a variety of tools.  
Use fine motor tools purposefully – writing, cutting, building safely and with control.



'Fun in the Sun'  
Summer Term 2

EYFS

### Communication and Language:

Develops knowledge of topic related vocabulary and use this to share experiences, talking about people who are not present; ideas and understanding, talking about own experiences of holidays, summer. Topic vocabulary – holiday destination names, names of activities, language of travel language Recount – talking about holidays we have been on, what we did and who we went with.  
Use a greater variety of word types and sentence structures including adjectives, verbs and connectives. Use talk in imaginative play.  
Answer who, what and where questions, ask simple questions to expand own knowledge.  
Listen to stories, poetry and non-fiction texts with greater attention and focus.  
Understand and use prepositions.

### Characteristics of Effective Learning:

Observation of:  
Pupils' interest in the world around us – holidays, foreign countries, seaside.  
Pupils' investigative skills and developing their attention to detail.  
Pupils' observational skills and developing their ability to record their observations through pictures, voice recordings and videos.  
Pupils' problem solving skills – developing perseverance in taking on challenges.  
Developing the skills of 'plan, do, review' in design and construction tasks.

### English

- Write a list of food for a tea party with the King.
- Learn the nursery rhyme London's burning
- Applying phonetic knowledge to de-code words.
- Draw pictures and write letters to The King and the Queen Consort
- Create a royal-themed book area using shiny fabric and bunting. Provide books featuring kings, queens and palaces.

### Maths

- Place value
- Shape
- Addition and subtraction

### Life skills

- Electrical safety

### Expressive Art and Design

- Creating 3D sculptures of London's famous landmarks
- Role play- dress up as Kings and Queens
- Create their own Royal Crown
- create a royal carriage for King Charles III from junk-modelling materials.

### Understanding the World

- To follow instructions to bake bread.
- To continue to explore beats and rhymes of different songs.
- Build structures and learn how to make them stronger.
- Forest [school based](#) activities
- To look at the United Kingdom and explore its countries.



## 'London's Burning' Summer Term 1

### Pre-Formal

### Personal, Social and Emotional Development

- Keeping healthy, learning about exercise and healthy foods.
- Hygiene routines.
- Being safe in the sun.
- To continue to understand feelings and emotions.

### Communication and Language

- To learn key topic words.
- To name historical events.
- To describe a range of topic related sounds or music.
- To listen to topic related stories and give opinions and feedback.
- To role play in a bakery, taking orders and serving customers.

### Physical Development

- To develop fine and gross motor skills.
- Following instruction games.
- Running, throwing and catching activities.
- Developing balance and co-ordination.
- Participate in group activities.





### English

Developing a love for learning

Choosing books independently/ reading for pleasure

Castle themed mark making

Design their own castle and label it

Match upper case and lower case letters

### Life skills

Recognising  
my belongings

### Maths

Place Value

Money

Time

### Expressive Art and Design

Creating medieval structures from different materials.

Creating and decorating a knights shield.

Role play – acting as different medieval characters.

### Understanding the World

What does 'a long time ago mean'?

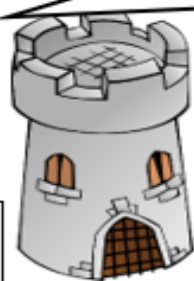
Being in the community

Seasons and the weather

Sun safety



## 'Castles' Summer Term 2



### **Pre-Formal**

### Personal, Social and Emotional Development

Think about the perspectives of others.

Show sensitivities of their own and other's needs.

Work and play cooperatively and take turns with others.  
Set and work towards certain goals.

Be able to wait for what they want.

### Communication and Language

Asking questions to understand the world around them

Topic based vocabulary

Learn rhymes poems and songs

Engage in non-fiction books

### Physical Development

Ball throwing skills – throwing, catching, dribbling and kicking.

Dressing and undressing

Focus on large muscle movements, in preparation for writing.

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### English

- **Phonics**- Daily Monster Phonics lessons linked to their ability.
- Fiction**- Narrative story based on the text 'The Naughty Bus'.

### Geography

- To investigate the United Kingdom.
- To name and locate the four countries and capital cities of the United Kingdom.
- Children to recognise and locate characteristics of the 4 countries in the United Kingdom.

### Science Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees

### Maths

Following the White Rose Scheme linked to their ability.

### RE

What is special about our world?

### DT

**Mechanisms:** Create fire engines using wheels and axels.

### History

Pupils will learn about The Great fire of London.

### ICT

Digital writing

### PE

Swimming  
Rock Climbing

### Art

**Collage**  
Use mixed media to 3D create scenes.



### Music

On this island: British songs and sounds

### Life skills

Electrical safety

### PSHEE & Citizenship

Physical Health and Mental Wellbeing – keeping healthy food and exercise, hygiene routines, sun safety

Growing and Changing – recognising what makes them unique and special, feelings, managing when things go wrong

### English

- **Phonics**- Daily Monster Phonics lessons linked to their ability.

-**Non-Fiction**- Non-Chronological reports linked the history of a castle.

### Maths

Following the White Rose Scheme linked to their ability.

### Life skills

Recognising my belongings

### History

Pupils will learn about Historical Castles.

The first castle in the UK

Norman Castles

Medieval Castles.

### Science Seasonal Changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies

### Geography

- To investigate the United Kingdom.
- To name and locate the four countries and capital cities of the United Kingdom.
- Children to recognise and locate characteristics of the 4 countries in the United Kingdom.

### PE

Multi Skills – Sports Day Practice  
Attacking and Defending

### Music

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### PSHEE & Citizenship

- Keeping Safe – how rules and age restrictions help us, keeping safe online

### RE

What is special about our world?

### ICT

Digital writing

### Art

#### **Sculpture**

Create 3D sculptures of castles using shape.

*Focus Artist - Andy Goldsworth*



## ‘Castles’ Summer Term 2

KS1

### English

**-Feature Text:** 'Georges Marvellous Medicine by Roald Dahl.'

**Narrative:** Narratives told from another perspective and creating character profiles.

**Poetry:** The Jabberwocky

**Non-Fiction:** Letters

### Geography

- Children will understand renewable and non-renewable energy.
- Discuss how to make our environment sustainable.
- Children will look at energy in their local area and its usage.

### DT

**Mechanisms:** Magical pop-up storybooks.

**Structure:** Make a mini greenhouse to grow herbs and spices.

### RE

- What does it mean to belong to a faith community?

### History

Ancient Greece  
Pupils will learn about life during the ancient Greek period.

### Maths

Following the White Rose curriculum linked to their ability level.

### Science Forces & Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.



## 'Magic Potions' Summer Term

LKS2



### ICT

Photo editing

### Life skills

First aid

### PSHEE & Citizenship

-Physical Health and Mental well-being – health choices and habits, what affects feelings, expressing feelings

Growing and Changing – personal strengths and achievements, managing and re-framing setbacks

Keeping Safe – risks and hazards, safety in the local environment and unfamiliar places

### Music

- Jazz-Explain what ragtime music is.  
Play on the 'off beat' and sing a syncopated rhythm.

### PE

Striking & Fielding –  
Fundamentals  
Outdoor Adventure  
Swimming

### Art

#### Drawing

Drawing potions looking at colour shading

#### Digital Art – Photo montage

Creating hybrid creatures from potion drinking  
*Focus Artist – Dora Maar*

## English

**Key Text:** 'Secrets of a Sun King' by Emma Carroll.

**Themes:** Diversity, putting right past wrongs, friendship, swimming against the tide, feminism

**Narrative:** Mystery stories and stories set in historical contexts.

**Non-Fiction:** Newspaper report (discovery of human feet).

**Poetry:** Poet Focus

## Maths

- Following the White Rose Maths curriculum matched to their ability

## DT

**Mechanisms:** Explore wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.

## History

- Identifying where in the world Egypt is
- Timeline -when the ancient Egyptian civilisation existed
- Howard Carter's discovery of Tutankhamen.
- Investigating artefacts e.g. Rosetta Stone.
- Daily life in ancient Egypt.
- Exploring ancient Egyptian tombs, pyramids and burial sites, as well as the process of mummification.

## RE

What does it mean to be a Muslim living in Britain today?

## Spanish

Clothes and colours



## Geography

- Locating the River Nile and describing its features.
- Children will understand the important and contribution of the Nile to the Eevotian achievements.

## Science

### Living Things

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

### Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties
- Know that some materials will dissolve in liquid to form a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.



## PE

Swimming  
Striking & Fielding Rounders  
Athletics (1)  
Outdoor Adventure

## Art

### Sculpture

Pupils will learn about hieroglyphics and use these to decorate a canopic jar sculpture. Pupils will learn about the use of the jars and consider this when designing their own.

# 'Tomb Raiders' Summer Term

UKS2

## ICT

Web page creation

## Life skills

Planning a journey

## Music

- Using instruments to create a scene e.g. discovering Tutankhamen's tomb

## PSHEE & Citizenship

Physical Health and Mental well-being – healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies

Growing and Changing – personal identity, recognising individuality and different qualities, mental wellbeing

Keeping Safe – keeping safe in different situations, including responding in emergencies, first aid and FGM