


PSED		Communication and Language	Physical Development
<p><b>Taking part</b> in sports day - Winning and losing  <b>Changing me</b>                      Look how far I've come!                      Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.                      The Zones of Regulation</p>		<p><b>Time to share</b> Discovering Passions- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>	<p><b>Fine Motor:</b>                      Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle /. Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego</p>
Literacy		Around the world	
<p><b>Suggested texts:</b>                      The lighthouse keeper's lunch                      Mr Gumpy's outing                      The train ride                      Bringing the rain to Kapiti plain                      Dear Zoo                      The snail and the whale                      Sam and Dave dig a hole                      All aboard the London bus                      Here we are</p>			
<p><b>Word Reading (Phonics): Phonic Sounds: Level 4</b> Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.                      End of term assessments                      Transition work with Year 1 staff</p>		<p><b>What journeys do we make?</b></p>	
<p><b>Comprehension skills:</b>                      Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions.                      Make predictions.                      Begin to understand that a non-fiction book gives information. Fiction means story. Can point to the front cover, back cover, blurb, illustration, illustrator, author, and title. Sort books into categories.</p>		<p style="text-align: center;"><b>Maths</b></p>	
<p><b>Writing:</b>                      Story writing, writing sentences using a range of tricky words that are spelt correctly in play-based activities. Writing resources available as part of continuous provision. Beginning to use full stops, capital letters and finger spaces. Character descriptions. Children write a simple sentence, such as 'I can see the sea.'                      Dictation sentences used to establish understanding of learnt phonics.</p>		<p>SU2 summary                      Phase 17: Visualise, build and map                      Encourage children to identify units of repeating patterns, create own pattern rules and explore them. Describe positions, visualise an object from different positions. Give instructions. Explore mapping.                      Phase 18: Make connections                      Focus on making connections between all the aspects of maths that have been covered through the year. Deepening understanding. Explore and investigate relationships between numbers, shapes and patterns.                      Phase 19: consolidation                      Further consolidate the year's learning.</p>	
		Understanding the World	
		<p>Explore the world around us and see how it changes as we enter summer. Discuss how they got to school, what mode of transport they used. Introduce the children to a range of transport and where it can be found. Look at the differences between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps, encourage the use of navigational language. Compare and contrast holidays from the past and the present. Investigate sinking and floating - a lifeguard needs a new float - experiment with different materials to see which one would be best, do they stay afloat in the water tray.                      Cultural capital - landmarks in South America.</p>	
		Expressive art and design	
		<p>Provide a variety of materials, such as sandpaper, crepe paper, tissue paper, cellophane. Can children collaboratively create a large-scale seaside collage?                      Encourage children to develop storylines in their pretend play by setting up chairs in the outside area to be a bus or train. Provide rugs for flying carpets or large cardboard boxes for children to decorate as a vehicle of their choice. Explore and work collaboratively to make a papier-mache hot-air balloon for a teddy bear.                       Focus artists and Pieces - Wassily Kandinsky and Picasso - Mediterranean Landscape</p>	