





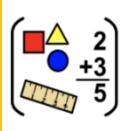











Wellbeing Environment Aspiration Relevance Equality

Summer 2			
	Topic: Sunshine, Seashells and Sandcastles 	Whole School Book: 	Rights Respecting Articles Article 28: You have the right to an education. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Values: Nurture & Transition
Literacy: Reading & Writing 	<u>Week 1 - Seasides in the UK</u> Cultures of Wandsworth: Celebrating Who We Are Polish/Eastern European Culture: "Colourful Folk Tales"  <i>Brainfools Circus day (Sunday 8th June)</i>	<u>Week 2 - Seasides in the UK</u>  Non-Fiction text	<u>Week 3 - Animal Day, Mobile Farm Visit</u>  <i>Caring for living things linked to Animal Day and building on Summer 1 topic</i>
	<u>Week 4 - Seasides Far Away</u> 	<u>Week 5 -</u>   Maths text	<u>Week 6 & 7</u> Transition to Reception - Worries and kindness  

<p>Supplementary</p> <p>Texts for Storytimes, Maths Sessions and Topic Group Time:</p>			
<p>Reciprocal Reading:</p> 	<p>Each week we will use an image linked to our topic or from the text of the week to develop key questions for discussion in Reciprocal Reading.</p> <div><div><p>Looking questions</p><ul style="list-style-type: none">Understanding 'why' questions, like: "Why do you think the caterpillar got so fat?"Expressing a point of view and to debate when they disagree with an adult or a friend (Article 12)Use a wider range of vocabulary.All having opportunities to respond to questions with time to think</div><div><p>Clue questions</p></div><div><p>Thinking questions</p></div></div>		
<p>Communication & Language</p> 	<ul style="list-style-type: none">Understanding and following two part instructionsBuilding up repertoire of songs and rhymesEnjoy listening to longer stories and responding to what has been read to them - reading books going homeCan start a conversation with an adult or a friend and continue it for many turns.Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."Developing their communication, support from adults to model tenses correctly		
<p>Mathematics</p> 	<p>Number</p> <ul style="list-style-type: none">Subitising up to 3 itemsSecure understanding of the cardinal number - final number represents the setRecognising numeral to 5 and then 10Solving problems with numbers up to 5.Maths Text: One is a Snail, Ten is a Crab	<p>Numerical Patterns/Shape, Space and Measure</p> <ul style="list-style-type: none">Building mathematical language in relation to measureMake comparisons between objects relating to size, length, weight and capacity.2D and 3D shapes - developing understanding of these and describing featuresBegin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
<p>Trips / Visitors/ Experiences</p> 	<ul style="list-style-type: none">- Allotment Project - Continuing from Summer 1. Maintaining the garden and harvesting fruit and vegetables as they are ready- Animal Day - 18/6/25 Visiting animals for the children to learn about and handle (building on Summer 1 growing topic)- Opportunities to visit Reception classroom and meet new teacher- Class caterpillars - butterfly life cycle observation and butterfly release		

Understanding the World 	<u>People, Culture and Communities</u> <ul style="list-style-type: none">Continue to develop positive attitudes about the differences between people.Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<u>Past and Present</u> <ul style="list-style-type: none">Begin to make sense of their own life-story and family's history.	<u>The Natural World</u> <ul style="list-style-type: none">Talk about the differences between materials and changes they notice.	
Expressive Arts & Design 	<u>Creating with Materials</u> <ul style="list-style-type: none">Develop their own ideas and then decide which materials to use to express them.Join different materials and explore different textures.Develop drawing skills - Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<u>Being Imaginative and Expressive</u> <ul style="list-style-type: none">Remember and sing entire songs.Sing the pitch of a tone sung by another person ('pitch match').Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.Create their own songs, or improvise a song around one they know.Developing role play alongside peers.		
Physical Development 	<ul style="list-style-type: none">Large physical movement e.g. balancing equipment, large construction, wheeled toys, hoops, bats and balls, climbing equipmentPhysical activities that support developing children's friendships and cooperative skills e.g. catching, throwing and kicking balls to each other, large boxes to build construction together, hopscotchDaily varied 'Funky fingers' activities to develop fine motor skillsDaily 5-a-day fitness activities - learning to follow routines.Opportunities for malleable (dough), sand (dry and wet) and water playDeveloping fine-motor skills: Use a comfortable grip with good control when holding pens and pencils.Start to eat independently and learning how to use a knife and fork.Show a preference for a dominant hand.			
PSED (Wellbeing) 	<ul style="list-style-type: none">Develop their sense of responsibility and membership of a community.Show more confidence in new social situations.Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.Increasingly follow rules, understanding why they are important.Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - starting to think about how others might be feeling.Find solutions to conflicts and rivalries - talk to others to resolve conflicts.			
Role Play 	<p>Enhancements added to the home corner to link to topic - Suitcases, rucksacks, clothes to pack, empty suncream bottles, maps, passports, pretend train/aeroplane tickets</p> <p>Ice-cream shop (outdoor area)</p>			