|  |  |
| --- | --- |
| **TERM: SUMMER 1** | **TOPIC: HABITATS** |
| **What are the children learning to do?** | **Activities** | **Books** |
| **P****S****E****D** | Covered through Standard Practice. | Collective WorshipCircle TimeMindfulness | Phonics ORT Books.Non-fiction, minibeasts.The Bad Tempered Ladybird. |
| **C****&****L** | Covered through Standard Practice. | Stories sharing key vocabulary.Circle Time. |
| **People Who Help Us** |
| ScientistZoologist |
| **P****D** | Covered through Standard Practice.Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.Sing Up Music Unit – Travel and Movement. | Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it.Twinkl P.E. sessions.Songs that involve remembering a sequence. |
| **L****I****T** | Covered through Standard Practice.Write some or all of their name. | Weekly practice of names.Phonics daily.Look at the 5 key concepts about print. |
| **M****A****T****H** | Understand position through words alone – for example, “The bag is under the table,” –with no pointing.Make comparisons between objects relating to size, length, weight and capacity.Recap prior learning and skills, in particular patterns, as the children find this concept tricky. | Discuss position in real contexts. Suggestions: howto shift the leaves off a path, or sweep water awaydown the drain.Use spatial words in play, including ‘in’, ‘on’, under’,‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion:“Let’s put the troll under the bridge and the billy goat beside the stream.”Provide experiences of size changes. Suggestions:“Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?” Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it exactly…? | **Visits** |
| Whinlatter |
| **U****W** |  Use all their senses in hands on exploration of natural materials.Explore collections of materials with similar and/ordifferent properties.Talk about what they see, using a wide vocabulary.Outdoor focus. | Provide interesting natural environments for childrento explore freely outdoors.Make collections of natural materials to investigateand talk about. Suggestions:- contrasting pieces of bark- different types of leaves and seeds- different types of rocks- different shells and pebbles from the beach.Provide equipment to support these investigations.Suggestions: magnifying glasses or a tablet with amagnifying app. |
| **E****A****D** | Focus on how to draw different thingsUse of accurate colours for colouring.Colour mixing: how do we make brown, green, etc.Continue with the role play.Explore using instruments and creating musical patterns. | Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.Encourage children to draw from their imagination and observation.Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing - for example: “How does blue become green?”Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line.Children to contribute to class display work. Weekly music sessions as well as continuing to learn songs.Sing Up Music unit – Travel and Movement. |