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| **TERM: SUMMER 2** | | | **TOPIC: USING TOOLS (Who uses which tools and why?)** | |
| **What are the children learning to do?** | | **Activities** | | **Books** |
| **P**  **S**  **E**  **D** | Covered through Standard Practice.  Revise, support, consolidate, extend. | Collective Worship  Circle Time  Mindfulness  Sing Up Unit – This is me. | | Phonics ORT Books.  Books based on various occupations. |
| **C**  **&**  **L** | Covered through Standard Practice.  Revise, support, consolidate, extend. | Stories sharing key vocabulary.  Circle Time. | |
| **People Who Help Us** |
| Janitor  Cook  Mechanic  Plumber  Builder  Decorator |
| **P**  **D** | Covered through Standard Practice.  Revise, support, consolidate, extend. | Outdoor P.E. using the large apparatus and athletic equipment from the large P.E. shed. | |
| **L**  **I**  **T** | Covered through Standard Practice.  Write some or all of their name.  Continued from last term. | Weekly practice of names.  Phonics daily – segmenting and blending focus.  Look at the 5 key concepts about print. | |
| **M**  **A**  **T**  **H** | Experiment with their own symbols and marks as well as numerals.  Solve real world mathematical problems with numbers up to 5.  Compare quantities using language: ‘more than’, ‘fewer than’.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.  Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: - “I think Adam has got more crackers…” - support children to solve problems using fingers, objects and marks: “There are four of you, but there aren’t enough chairs….” - draw children’s attention to differences and changes in amounts, such as those in stories like ‘The Enormous Turnip’.  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.” Take children out to shops or the park: recall the route and the order of things seen on the way. Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other. Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with. Read stories about journeys, such as ‘Rosie’s Walk’. | | **Visits** |
| B & Q. |
| **U**  **W** | Show interest in different occupations. | Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author.  Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes. | |
| **E**  **A**  **D** | Covered through Standard Practice.  Revise, support, consolidate, extend. | Building on a large scale, outdoors, large blocks, tunnels and tents, etc.  Modelling with boxes etc.  Weekly music sessions as well as continuing to learn songs.  Sing Up Unit – This is me. | |