

## Summer 1

**Topic: Farming, Growing and Where we live**  
**Line of Enquiry: What lives outside our classroom?**  
**Principle of Harmony: CYCLES & CIRCLES. HEALTH**  
**Damers Values: Hope and Justice (democracy)**

<b>Maths</b>	<b>Literacy</b>	<b>UtW</b>	<b>EAD</b>	<b>PSED</b>	<b>C&amp;L</b>	<b>PD</b>
<p>Have a deep understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and</li> </ul>	<ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and</li> </ul>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<p>-Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting and aiming.</p> <p>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

			changes in the natural world around them, including the seasons and changing states of matter.		friendships with peers. • Show sensitivity to their own and to others' needs.		
<b>Week 1</b> 17th April	<b>GUIDED</b> Addition by counting on	<b>INDEPENDENT</b> The Tiny Seed  Mapping the cycle of a plant	The Tiny Seed (text)  Cycles of plants  Planting our own seeds  Spring scavenger hunt outside	Watercolour painting/mixed media flowers -techniques  Sketching plants eg daffodils  Charanga - Big Funk Bear	Jigsaw - Healthy Me. Everybody's body. Develop an understanding of growth, decay and changes over time	I Can Problem Solve  Guided reading  Questioning - learning how to ask questions using who, what, how, when, do.	PE - ball skills and sports day practice
<b>Week 2</b> 24th April	<b>INDEPENDENT</b>  Counting backwards	<b>GUIDED</b> The Hungry Caterpillar  Writing about the cycle of a butterfly	Where do we live? Features of the UK in contrast to the animals from around the world stories.	Symmetry art Butterflies  Charanga - Big Funk Bear	Jigsaw - We like to move it. Observe the effects of activity on the body	Can talk confidently about the cycles of plants and animals, sequencing events.	PE - ball skills and sports day practice
<b>Week 3</b> 1st May - bank holiday	<b>GUIDED</b> Number To be able to count to and from 20.	<b>INDEPENDENT</b> Farm facts. What do we already know about farms and farming?	Where do we find farms in the UK? Farming  Animals and their young - matching game (linked to maths)	Crown designs (Coronation)  Charanga - Big Funk Bear	Jigsaw - Food glorious food. Understand the need for a variety of food	Can remember and talk about the main events in a familiar story (The Little Red Hen).	PE - ball skills and sports day practice

			Progress of plant growth				
<b>Week 4</b> 8th May  King Charles Coronation	<b>INDEPENDENT Outside</b> Number  To be able to double numbers 1–5. To be able to recognise doubles and non-doubles.	<b>GUIDED</b> The Little Red Hen (text) Story Mapping (key words to support writing next week.)	Food and farming- what is produced? Wheat, eggs, milk etc.  Progress of plant growth	Drawing skills - illustrations for LRH story maps  Charanga - Big Funk Bear	Jigsaw - Sweet dreams. Understand the need to eat well, sleep well and exercise		PE - ball skills and sports day practice
<b>Week 5</b> 15th May	<b>GUIDED</b> Number To be able to halve sets of items and even numbers by sharing into 2 equal groups.	<b>INDEPENDENT</b> The Little Red Hen (text) Story writing	Food products from the farm. Bread, yogurt, cheese, meat etc. Our food. Bread process and cycle of bread.  Progress of plant growth  Cycles of plants - wheat to make bread	Spirals in nature -snails -seashells -flowers  Charanga - Big Funk Bear	Jigsaw - Keeping clean. Understand how to manage personal hygiene		PE - ball skills and sports day practice
<b>Week 6</b> 22nd May		The Little Red Hen (text) Story writing continued		Spiral art  Creating natural art works outside.			

				 <p>Charanga - Big Funk Bear</p>			
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