



# Gray Summer 2

## Traditional tales



<p style="text-align: center;"><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Daily Phonics.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Knows that the marks they make are of value.</li> <li>• Enjoys the experience of making marks on different textures.</li> <li>• Holds a tool to make marks with.</li> <li>• Can give meaning/ stories to the marks they make.</li> <li>• Retelling stories</li> <li>• Developing sentence structure</li> <li>• Writing for purpose</li> <li>• Daily story time</li> </ul> <p><b><u>Books this term:</u></b></p> <ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> <li>• The three little pigs</li> <li>• Jack and the beanstalk</li> <li>• Anansi and the golden pot</li> <li>• Cinderella</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• <b>Number- addition and subtraction</b></li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least.</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• <b>Measurement-money</b></li> <li>• Recognise and know the value of different denominations of coins and notes</li> </ul>	<p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• Zones of Regulation daily.</li> <li>• QT Robot</li> <li>• <b>Being me in my world</b></li> <li>• Identifying hopes and fears for the year ahead.</li> <li>• Understand the rights and responsibilities of class members.</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that positive choices impact positively on self-learning and the learning of others.</li> </ul>
<p style="text-align: center;"><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• Uses sounds in play, e.g. brrrrm for toy car</li> <li>• Uses single words</li> <li>• Frequently imitates words and sounds.</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Introduces a storyline or narrative into their play</li> </ul>	<p style="text-align: center;"><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>• Can name and identify different parts of the body</li> <li>• Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>• Can wash and can dry hands effectively and understands why this is important.</li> <li>• Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</li> <li>• Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> </ul>	<p style="text-align: center;"><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>
<p style="text-align: center;"><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals.</li> <li>• Continues to explore colour and how colours can be changed</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> </ul>	<p style="text-align: center;"><b><u>Acorn Activities</u></b></p> <p><b><u>Animal care</u></b>- groups will be experiencing the changes in the weather and of course the seasonal change from Spring to Summer. We will be expanding our animal tasks to include all the animals at school. We will be experiencing the changes we need to make, to ensure the animals have all they require as the weather starts to heat up. We will be building on pupils already expanding confidence and allowing individuals to develop their independence. We will continue the theme of animal families.</p>	

- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses tools for a purpose

#### **Art-**

our focus will be minibeads as part of our "Come Outside" theme. We will be exploring insects and tiny creatures through hands-on activities, giving the children lots of opportunities to explore materials in practical and creative ways. As this is our final half term, we will also be encouraging greater independence, helping the children to make more of their own choices and develop their confidence, imagination and originality.

**Forest school-** In the final term of this school year, we will begin to identify birds that frequent our hedgerows and trees, and the flowers in bloom in our fields and trails. We will explore crafting using paint, mud, wood and leaves. Some children will begin to use tools like saws and hand drills, with support, to make jewellery and decorations.

**Horticulture-** During the months of June and July we will be further developing practical life and work-related skills. Throughout this period, pupils will be involved in a range of seasonal gardening activities. These will include planting and caring for summer crops and flowers, watering and weeding in the polytunnel and maintaining the other growing spaces around the school. All pupils will also take part in harvesting produce and learning about where food comes from and how it is grown. Alongside practical tasks, pupils will develop important skills such as following instructions, working safely with tools, cooperating with others, and taking responsibility for their work.

**Music-** To round off the year, Gray will finish off the materials which they started in the first summer term – continuing to practice reading rhythms, copying melodies with their voices and rhythms with their bodies, learning more glockenspiel songs, and even returning to group composition work, with the use of colours, notes, numbers and dice.

#### **Home Learning Ideas**

- Listen to an adult read a range of books.
- Prepare own snack, encourage new food textures even just to touch to begin with.
- Provide mark making opportunities using a range of media including pencils, crayons and felt tips.
- Fine motor activities which develop hand strength such as playdoh, popping bubble wrap, tweezers and scissors.
- Counting everyday objects up to 10, extend if possible.
- Create opportunities to practice waiting for wants to be met; share games or toys with siblings, cousins, friends for example.
- Try and spot different kinds of wildlife out and about: birds, cats, dogs, deer, hedgehogs.
- Spotting shapes, colours, numerals and letters outside of school – speed limit signs, signage in shops, building out and about.
- Writing lists.
- Using coins and notes to pay for items.