
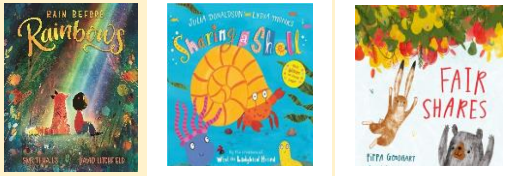







Area/Key Skills	Willow Class Summer Term Curriculum
<p><u>Personal, social and emotional development</u> BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>Personal, Social and Emotional Development</p> <p>BR - To help children distinguish between fantasy and reality. MS - To recognise that they belong to a range of different communities and social groups. (RE) MS - To begin to be aware of the impact of prejudice and discrimination. SR - To understand a wider range of feelings such as excitement, guilt, self-doubt etc. SR - To learn strategies to identify and manage their own feelings socially and emotionally</p>
<p>Popular Themes/Topics</p>	<p>Special Places (RE) Feelings</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Social stories - drama and role play to enact and re-enact different scenarios. Puppets etc. Lots of opportunity to solve problems and meet challenges added into provision.</p>
<p><u>Communication and Language</u> (Elklan) LA - Listening, Attention and Understanding S - Speaking</p> 	<p>Communication and Language</p> <p>LA - To listen and respond to ideas expressed by others in discussion. LA - To begin to understand how/why/who/when/where questions. (RE) S - To understand how to ask and answer who/what/when/why questions. S - To use talk to organise and clarify their thinking, ideas and feelings and to work out problems. (RE)</p>
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Summer term - children creating their own stories/books (FS2) Stories - creating narratives (character, setting plot etc. Tales Toolkit)</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Helicopter Stories - modelled and supported in FSI, developed in FS2. Tales Toolkit to create their own narratives and storylines to change an element in a known story.</p>
<p><u>Physical Development</u> GM - Gross Motor Skills FM - Fine Motor Skills</p> 	<p>Physical Development</p> <p>GM - To further refine ball skills including: throwing, catching, kicking, passing, batting and aiming. GM - To understand the different factors that support their overall health and well-being (regular physical activity, healthy eating, toothbrushing, sensible screen time, good sleep routines and safety measures.) GM - To develop overall body strength, co-ordination, balance and agility through dance, gymnastics and sport. FM - To develop the foundations of a handwriting style that is effective and efficient. FM - To learn a wide range of techniques to develop their fine motor control skills using a range of tools.</p>

Popular themes/topics	Summer - sports day, more outdoors time - appropriate weather for games. Sporting events such as The Olympics, World Cup etc. Collage and sculpture activities. (Link to C and L creating stories themes)
Core Books	
Useful Experiences	FS2 PE lessons utilising the hall to teach specific skills and to use the equipment. Balls and other items to develop throwing and catching skills e.g. bean bags, koosh balls, sponge balls etc for outdoor provision. Games area for outdoor - to support children in exploring, creating and sports and competitive games. Handwriting practise activities (Fs2) Digging and mark making outdoors.
Literacy (L&S driver Autumn Term. RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing 	<p style="text-align: right;">Literacy</p> WR - To read simple phrases, sentences and texts made up with known letter-sound correspondences and some common exception words. WR - To re-read texts to build up word reading accuracy, confidence, fluency and expression. C - To recall and discuss stories or information that has been read to them, that they have heard or that they have read for themselves. W - To write short sentences with words with known letter-sound correspondences, using a capital letter and full stop. W - To spell words by identifying the sounds and then writing the sounds with letters/graphemes.
Popular themes/topics	RWI Phonics Treasure hunts/clues Story boxes - display the book and related small world and other materials to help children play with stories. Summer term - use common themes to support FS2 pupils to apply their writing skills independently to record sentences e.g. recounting a trip, plant growing diaries, story writing etc.
Core Books	
Useful Experiences	Daily structured phonics lessons for FS2 One to one or small group extra practise to consolidate phonic knowledge for pupils as and when needed to ensure they all keep up. (fs2) Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Supported drama activities e.g. freeze framing, hot seating etc. Materials to enable children to create their own stories and narratives. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.
Mathematics N - Number P - Pattern 	<p style="text-align: right;">Maths</p> Solve problems involving shapes, time, money and measures. Exploring numbers to 20. Noticing patterns in shapes and numbers. Doubling and halving numbers to 10.

<p>Popular themes/topics</p>	<p>Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges Treasure maps/pirates Autumn/Winter colours and patterns links</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Counting objects, actions and sounds Real-life contexts to count and compare e.g. self-registration, story votes, surveys, lunch orders etc. Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Opportunities to see numbers represented in different ways e.g. ten frames, part/whole models, number tracks etc. Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. STEM Making links to other themes and topics - e.g. Autumn leaves/patterns, Natural materials/sorting etc. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Barrier games Access to maps, plans, globes, routes Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>
<p><u>Understanding the world</u> PCC - People, Culture and Community PP -Past and Present NW - The Natural World</p> 	<p style="text-align: center;"><u>Understanding the World</u></p> <p>PP - Through artefacts, stories, pictures and non-fiction materials, to find out about the features of some people's lives in the past and compare how things are similar or different today. (HISTORY) NW - To find out about some of the impact humans can have on the environment. (SCIENCE/GEOGRAPHY) NW - To understand the effect the changing seasons has on the environment around them. (SCIENCE) PCC - To find out about the similarities and differences between special places for different people in the local community and wider world. (RE) RE - Special Places</p>
<p>Popular themes/topics</p>	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. The seasons Changes The environment</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Visits and visitors that represent different cultures, communities or religions. Walk around the locality or photos of, special places to the children in their locality. Visits to places of interest around the community e.g. local church, care home, supermarket etc. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc. Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc Outdoor classroom - experiences to observe and explore the natural environment. Recycling measures, and information about recycling. Opportunities to experience life cycles in action - chick hatching, butterflies, frogs etc. Opportunities to observe real animals - meet a creature, pet visits, farm animal visits, minibeast hotels etc. Planting and growing opportunities.</p>

<p>Expressive arts and design</p> <p>CM - Creating with Materials BIE - Being Imaginative and Expressive</p> 	<p>CM - To build on prior learning and refine and develop their use of materials and tools - paint, pencils, pens, chalks, paper, card, fabric watercolour painting, observational drawing (link to UTW NW), transient art, collage and sculpture etc. (ART/DT)</p> <p>BIE - To make music in a range of ways. (playing with sounds, following a beat etc.) (MUSIC)</p> <p>BIE - To listen attentively to music, watch dance and performance art and talk about their feelings and responses. (MUSIC)</p>
<p>Popular themes/topics</p>	<p>Georgia O'Keeffe Access art -Watercolour techniques. Transient Art Sculpture/Box modelling Creating and responding to music and song. Recycling materials (for art) Sea life - underwater creatures.</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Experience of how expert artists develop and express their chosen materials and techniques - visits or videos (Access art)</p> <p>Adults modelling different techniques and making children aware of the various possibilities of different media</p> <p>Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities.</p> <p>Using older children from within school to demonstrate techniques and processes that they have been learning about.</p> <p>Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed.</p> <p>Experience of theatres, concerts/performances and galleries.</p> <p>Finding out about famous and influential artists.</p> <p>Access to and experience of musical instruments and sound makers.</p> <p>Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc</p> <p>Experience of dance and music - videos, visits, visitors etc.</p> <p>Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc.</p> <p>A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage.</p> <p>Opportunities to perform for others e.g. assemblies, concerts, online videos etc.</p> <p>Learn at least 10 traditional nursery rhyme by heart.</p>
<p>Popular Fascinations and Interests</p>	<p>Dinosaurs, fairies, superheroes, fantasy, space, nature, animals, TV/Book characters, Princesses, Popular films etc.</p>