

### Communication and Language

- Listen to a range of stories and facts about plants, insects' lifecycles and farm animals.
- Role Play – Grandma's House, Train Station, Castle, Ocean Life
- Small world - Airport, Garage, Sea side
- Listen and follow instruction.
- Make predictions, offer explanations and talk about observations from science experiments.
- Use of recently learnt vocabulary in conversation.
- Flat Stanley - Sharing adventures.

### Literacy

- Mark making and letter formations.
- Think, say and write a sentence, using capital letters and full stops.
- Sentence Structure
- Read fiction and non fiction books.
- Character Descriptions, extended writing.
- Little Wandle Guided Reading Sessions

### Expressive Art and Design (EAD)

- Sing nursery rhymes/ songs and exploring percussion instruments.
- Making Healthy Ice Lollies
- Drawing / Making Transport, Treasure Maps
- Observational drawings of Sea Creatures
- Exploring artists such as Seurat, Monet, Van Gough and Matisse
- Role Playing and retelling stories

### Personal, Social, Emotional Development

- My Family and friendships
- Stranger Danger
- Healthy Teeth
- Road Safety
- Collaboration and Taking Turns
- Empathy
- Bravery
- Democracy
- Changing and Transitions

# Let's Have an Adventure

Summer Term 2026

### Physical Development

- Participate in daily wake and shake routines and the daily mile.
- Riding bikes, trikes and balance bikes.
- Develop fine motor skills through activities.
- Forest School
- PE Skills – Running, jumping, throwing and gymnastics.
- Movement and Dance

### Mathematics

- Counting, composition and ordering to 20 and beyond.
- Subitising
- Estimating
- Addition and Subtraction
- Shape and Capacity
- Patterns
- Money
- Time

### Understanding the World

**RE:** What places are special and why? This will enable pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class.

**Geography:** Maps, identifying where we live and other places around the World.

**History:** Transport now and then. The history of castles, how they are built and why. Knight, Kings, Queens and The Royal Family. Seaside -Back then and now.

**Technology:** Computers/ Beebots/ Sat Nav / I pads

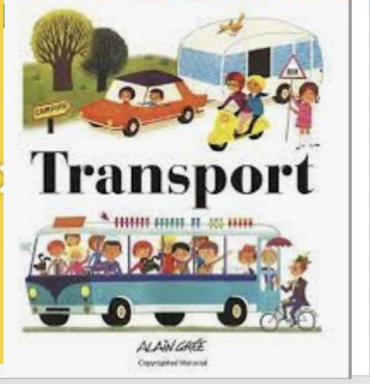
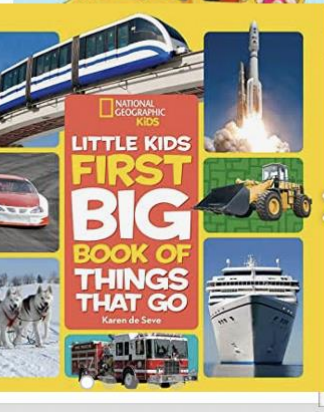
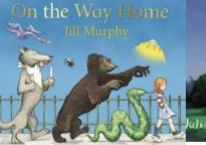
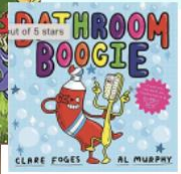
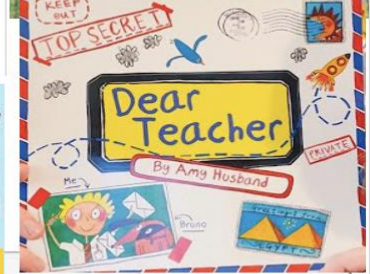
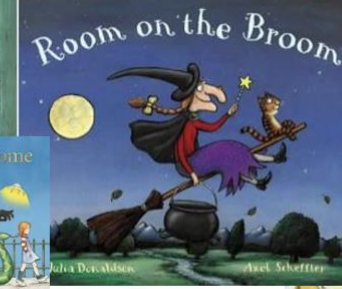
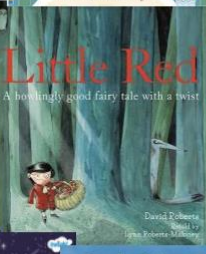
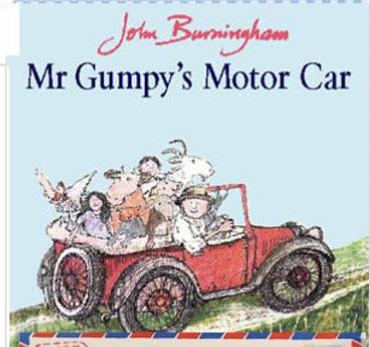
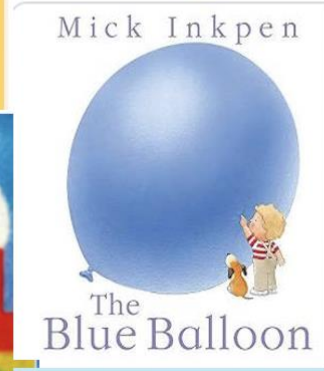
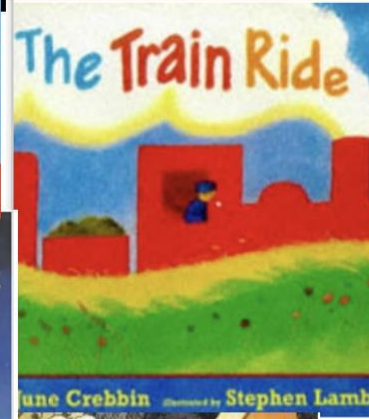
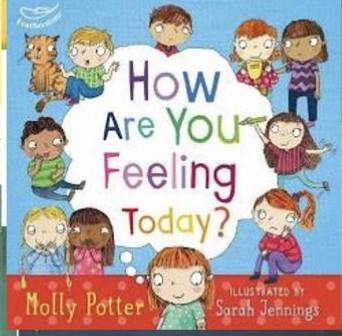
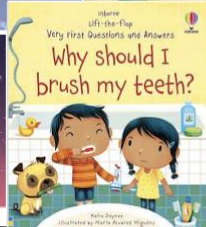
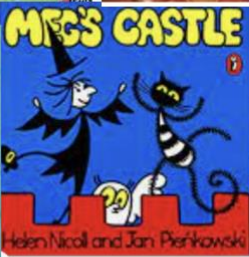
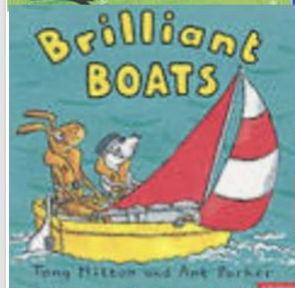
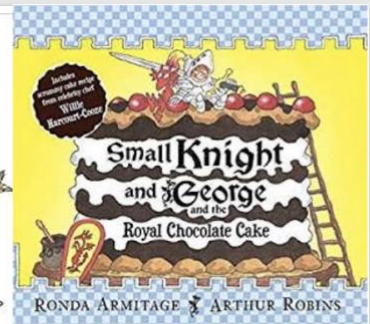
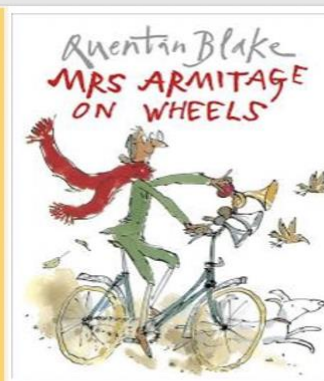
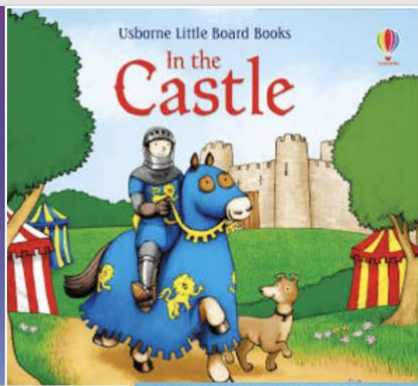
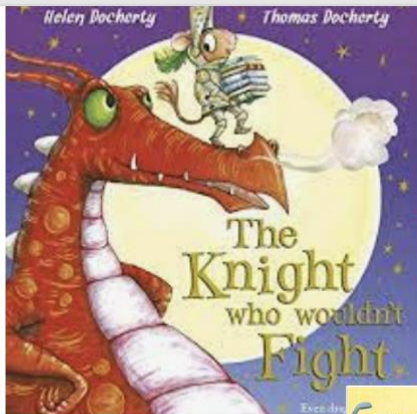
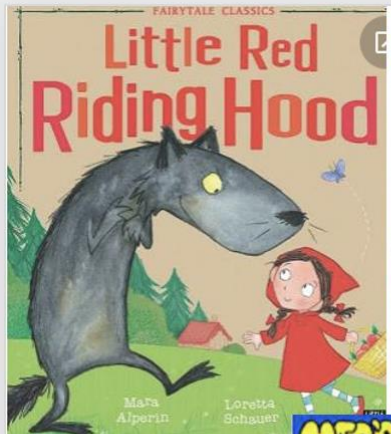


## Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

## Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	



# Early Learning Goals

## Communication and Language

### Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.