



Year R

Termly Overview and Weekly Breakdown

Summer 2

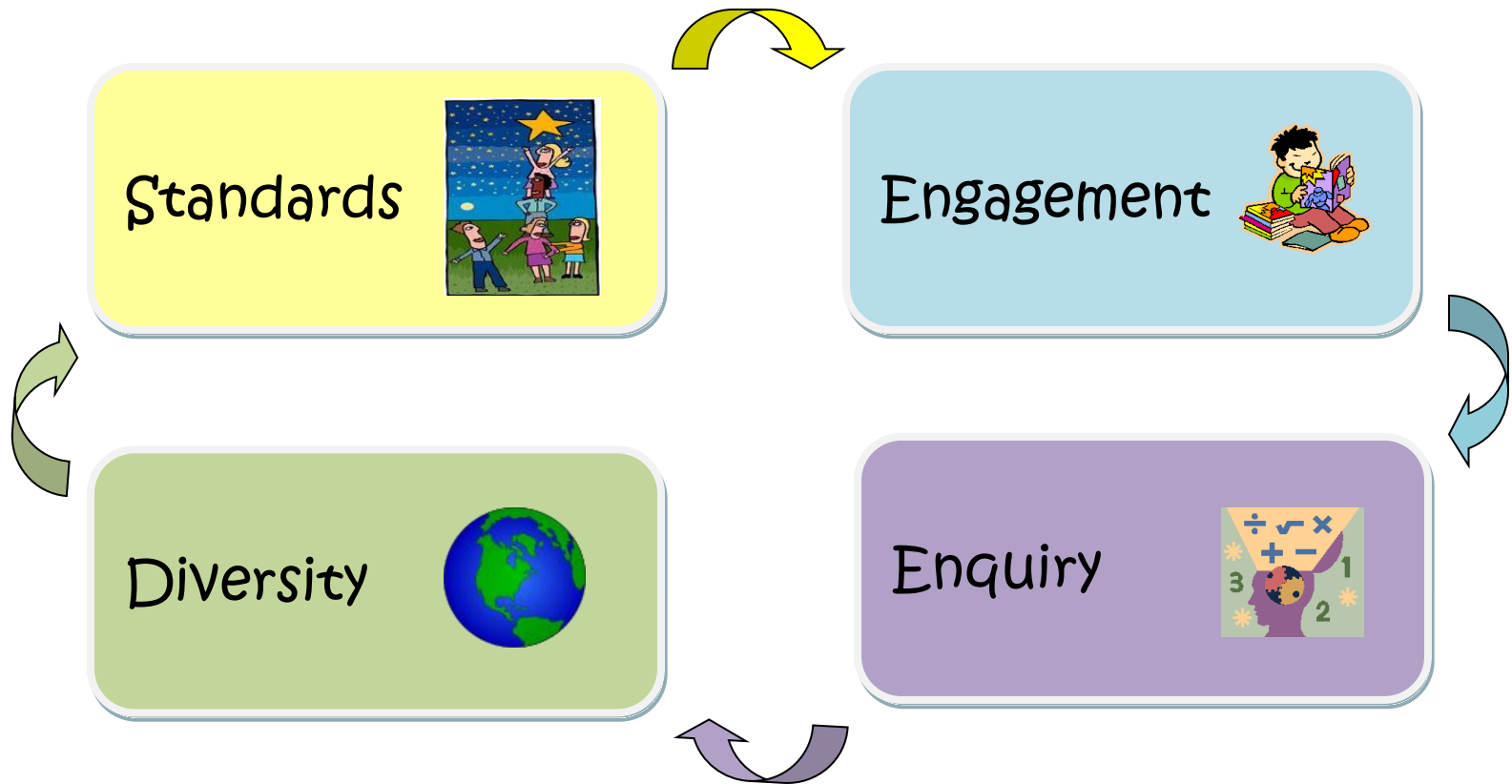
Vision Statement

'Aim high and smile'

WEST HOVE
INFANT SCHOOL
.....
A family of friends



Curriculum Drivers : S.E.E.D.



'Seed for learning'



'Life-long learning'

The School's Curriculum Organisation

Our school curriculum is planned sequentially and builds upon children's prior knowledge and learning. It reflects and exploits the local context and our pupil diversity and is based on first hand experiences where possible. It is broad and balanced and is underpinned by the following four key drivers:

Standards:

- Our curriculum is both **knowledge** and **skills** based and **standards** driven.
- Reception planning is drawn from the Early Years Curriculum and 'Development Matters'. Key Stage 1 planning follows the National Curriculum (2014).
- Children are assessed at the end of each unit of work against **age related expectations**.

Engagement:

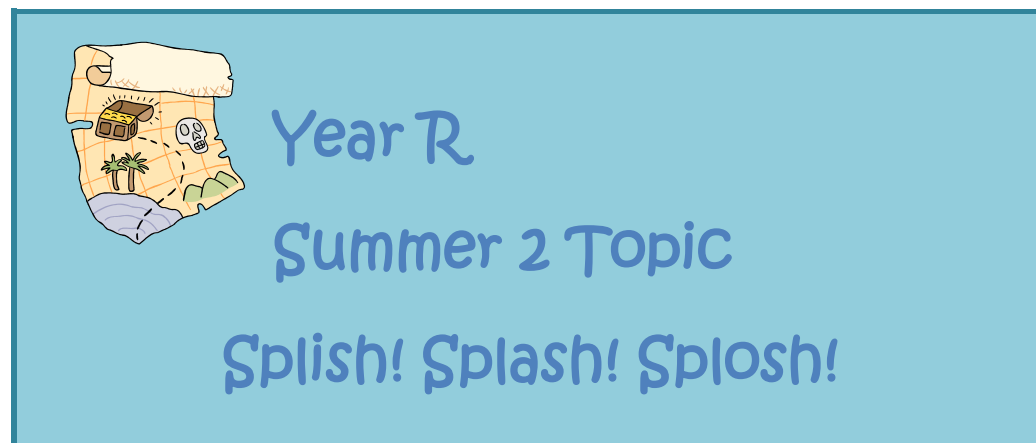
- It outlines a curriculum which is **memorable**; it **provokes** and **engages** as well as imparting knowledge.
- Learning is made meaningful and purposeful through **cross-curricular links**.
- All lessons follow our school **Learning Model**.

Enquiry:

- It encourages children to **think deeply, creatively and critically**.
- It promotes **higher forms of thinking**, such as analysing and evaluating concepts, processes, procedures and principles, rather than simply remembering facts.
- It includes **challenging questions** to encourage confidence, explanation, discussion, reasoning and deeper thinking in a forum where there is no right or wrong answer and all ideas are valued.
- It focuses on promoting a '**Growth Mind-set**' and is linked to the **Characteristics of Learning**.

Diversity:

- It promotes **inclusion**.
- It reflects and responds to the needs and **diversity** of the school community.
- It promotes **British Values**.



Expectations

At the end of this unit

All children will be able to:

- identify a range of ways we use water and say why water is important to our lives.
- know how to care of our seas and oceans
- name and describe some sea creatures
- predict and then test which materials float or sink
- make a boat that floats and explain why they have selected particular materials and techniques when making their boats.
- perform in an end of year performance
- be able to subitise, count and recall number facts confidently
- apply their phonic knowledge to read and write simple sentences and read/spell irregular common words.
- discuss their feelings with regards to transition and look ahead positively.
- select and use technology for a purpose



About this project

OOO-ARRRRGH, ME HEARTIES!!! We are kicking off our new topic with a Splish, Splash, Splosh into the deep blue sea! We will be learning facts about pirates who lived a long time ago and writing our very own fact pages about them. We will be thinking about all things wet, wet, wet with our water based topic this half term. In Literacy we will be reading fiction books such as 'The Snail and the Whale' and 'Billy's Bucket' as our inspiration for writing stories and postcards. We will be focusing on making our writing exciting to the reader by using some fabulous adjectives and exciting sentence starters. We will also be looking at some non-fiction books such as 'My First Big Book of the Ocean' to help us learn key facts. In Phonics, we will be continuing our Phase 4 scheme of work as well as reading and spelling Busy Bee words. In Maths we will be revising our counting and subitising skills, as well as learning all about pairs of numbers that make 10. In Understanding of the World, we will be talking about all of the uses we have for water, investigating floating and sinking properties, and how to care for our oceans. In P.E., we will be doing athletics and preparing for our Sports Day by practise running in relay races and working in teams over obstacles. In Art we will be focussing on transient (not permanent) objects by doing some observational drawings of real fish, as well as creating transient pieces of art though collaborative sea collages and studying the transient artists Andy Goldsworthy and Benjamin Von Wong. In Music, we will be practising singing as a year group for a rather special end of year sing-a-long. Watch this space! As always, underpinning all subject areas is Communication and Language whereby we will be practising to express ourselves and continue to expand our vocabulary based on all the new learning we will be immersed in. In PSED we will be talking about changes and getting ready for our exciting adventure into Year One! How did that happen already?! Get your tissues at the ready. It's going to be emotional! We also can't wait until our exciting Pirate day. We have a special Pirate Visitor, will be making Pirate accessories and singing some good old fashioned Sea Shanties! So come aboard, and let's set sail for weeks of learning and fun!

Key Vocabulary

Float, sink, water, material, boat, ship, pirate, sea, lake, river, pond, sea creature, facts, save, waste, eco, environment, clean, dirty, similar, different, join, tools, fix, review, record, perform, act, washing, past, present, future

Visitors/Special Days

At Start – Pirate Day, Sports Day, End of Year show!

Communication and Language <i>(on-going throughout the unit)</i>	- Follows instructions involving several ideas or actions - Answers how and why questions about their experiences and in response to stories. - Express themselves effectively, showing awareness of listeners needs - Use past, present and future forms accurately - Develop their own narratives and explanations by connecting ideas or events. - Listen attentively with sustained concentration. - Begin to carry out more complex instructions	
Literacy	Phonics	Phase 4: CVCC words, CCVC words, high frequency and tricky words, sentences, questions, dictations, letter formation without following a model.
	Grammar	To spell irregular common words and high frequency words. To understand the structure of a sentence and the use of capital letters and full stops. To understand and use adjectives, similes and super sentence starters
	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.
Mathematics	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 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 (PE)	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 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.	
PSED	To be prepared for the transition To identify and regulate our feelings and behaviours when dealing with change.	

KUW	To learn about the uses of water and talk about change To talk about the features of their own environments and how it varies to others To learn about and make observations of sea creatures and their environments.
Computing	To combine pictures and text to share information
EAD – Art and Design	To develop ideas about and experiment with texture, form and colour To learn about different techniques for collage, sculpture and observational drawing.
EAD-Music	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

Week 1 Structure d Story Time	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSSED	EAD (Art/DT)	Music/Perfo rmance	Comp uting
The Pirate Mums	Fact File on Pirates (Key features)	Phase 4 long vowel sounds CVCC CCVC	Assessme nts and consolida tion – Subitising Introduci ng rekenreks	Boats around the world	Uses of water	Handwriting p Athletics Running skills- Sprinting	Changes- 'When I grow Up'	Fish observational drawing	What is an instrument? Junk modelling instruments.	To log on to a website using a QR code. To learn how to change and choose a page background colour.

Week 1: Essential Learning Objectives: -To read and write words that have a blend and a digraph in them -To read and spell Busy Bee words -To subitise numbers -To understand and explain the many uses of water and why it is important -To create musical instruments using junk materials	Key Skills: Using non-fiction texts to find information. Researching and discussing different water uses. Representing texture in a variety of media
Special Resources, Provision, ICT Links: iPads, Junk modelling e.g. tin c ans, elastic bands, balloons and ribbons	

Week 2 Structure d Story Time	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSED	EAD (Art/DT)	Music/Perfo rmance	Comp uting
Splash, Anna Hibiscus	Fact file on Zheng Yi Sao	Phase 4- long vowel sounds CCVC CCCVC CCV CCVCC	Assessme nts and consolida tion – recall of number facts	History of sea diving	Floating & Sinking	Handwriting s Athletics Jumping skills: Sack races	Changes- Celebrate Me	Fish painting 2024 With reference to Batik artist Iwan Tirta	Introduction to an orchestra	To log on to a website using a QR code. To learn how to choose, change and use the drawing tools.

Week 2: Essential Learning Objectives: - To write a fact page using Super Sentence Starters and key features -To know how and why people explore the sea by diving -To learn and recall number facts to 5 and 10	Key Skills: Using non-fiction texts to find information. Researching and discussing different ways we can explore the oceans Representing texture in a variety of media
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Special Resources, Provision, ICT Links: iPads, Sketch books for batik designs, calico fabric for batik squares (30x30cm), sacks for racing

Week 3	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSED	EAD (Art/DT)	Music/Performance	Computing
Splash!	Snail and the Whale Postcard from the snail back to his family. Profile (Drama focus on setting). Embedded language.	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	Assessments and consolidation – Deep understanding of numbers to 10	Bible Stories; Noah/Jonah	Freezing and melting investigation	Handwriting w Athletics balancing skills: egg and spoon races	Changes- Questions for Yr1	Batik creation and painting for fish with links to Yinka Shinobare	Following a steady beat	To learn how to type letters on a keyboard.

Week 3: Essential Learning Objectives:

- To write extended sentences using conjunctions, adjectives and similes
- To explore religious stories that are important to some groups of people
- To explore and discuss the composition of numbers to 10
- To be able to design on material

Key Skills:

- Broadening vocabulary from key-texts
- Researching and discussing ways in which water behaves when it is heated or cooled
- Representing texture in a variety of media

Special Resources, Provision, ICT Links: iPads, brusho inks for batik, flour and water mix with sauce bottles for wax resist effect, eggs and spoons

Week 4	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSED	EAD (Art/DT)	Music/Performance	Computing
Clean Up!	Snail and The Whale postcard writing	Phase 4-root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	Assessments and consolidation – Comparison	Bible Stories- Noah and Jonah	Water experiments-the water cycle	Handwriting v Athleticsthrowing skills: javelin	Changes-Tour of Yr 1	Batik painting fish designs	Tuned and untuned instruments	To set up and take a clear photograph.

Week 4: Essential Learning Objectives:

- To write a postcard using similes, adjectives and conjunctions
- To form letters correctly
- To recognise pattern in numbers and counting systems
- To explore the Year 1 Environment, comparing similarities and differences to our own classrooms

Key Skills:

- Broadening vocabulary from key-texts
- Researching and discussing ways in which water behaves during experiments e.g. floating and sinking, objects moving through water etc.
- Using ink and wax to create a resist pattern

Special Resources, Provision, ICT Links: iPads, brusho inks, flour mix and sauce bottles for wax resist effect, javelins

Week 5	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine	PSED	EAD (Art/DT)	Music/Performance	Computing
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Eco Girl	Commo tion in the Ocean- riddle writing	Phase 4 words ending in: -s /s/, -s /z/, -es longer words Assessme nts	Capacity	Oceans and plastic pollution	Water pollution experimen ts	Handwritin g x Sports Day	Changes- Suitcase for Yr 1 Water safety	Beach art - Andy Goldsworthy	Big Band- class performances	To learn how to record sound and Video

Week 5: Essential Learning Objectives:

- To write clue sentence using adjectives and similes
- To explore ocean pollution and why it is bad for our planet
- To explore and discuss the nature of capacity and receptacles
- To be able to create art using natural objects

Key Skills:

- Broadening vocabulary from key-texts
- To be able to describe creatures and objects using descriptive language
- To know how to prevent water pollution
- To create art sculptures

Special Resources, Provision, ICT Links: iPads, transient art materials e.g. pebbles, feathers, flowers and shells,

Week 6	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSED	EAD (Art/DT)	Music/Perfo rmance	Compu ting
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Turtle Bay	Billy's Bucket Thought bubble; what's in Billy's bucket?	Phase 4 assessments	2D and 3D shape	Caring for the oceans	Reduce, re-use, recycle	Handwriting z Parachute games	Transition Day	Beach art – Benjamin Von Wong	Class performance for summer show rehearsals	To interact with age appropriate software To combine mixed media
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Week 6 : Essential Learning Objectives:

- To write descriptive sentences using adjectives and similes
- To recognise, name and describe an array of shapes
- To know how to reduce, re-use and recycle
- To perform as a class

Key Skills:

- To know how to reduce, re-use and recycle
- To perform as a class
- To complete a happy and healthy EYFS year!

Special Resources, Provision, ICT Links: iPads, portable speakers, recycling for junk modelling transient art

Week 7	Text and Writing Focus	Phonics	Maths	UW People, Cultures & Communities, Past & Present	UW (The Natural World)	PD (Gross & Fine motor)	PSED	EAD (Art/DT)	Music/Performance	Computing
Turtle Bay	Billy's Bucket Thought bubble; what's in Billy's bucket?	Phase 4	Pattern	Caring for the oceans continued	Reduce, re-use, recycle	Number formation Parachute games	Transition	Making Sea Collage	Class performance for summer show rehearsals	To interact with age appropriate software To combine mixed media

Week 6 & 7: Essential Learning Objectives:

- To write descriptive sentences
- To write descriptive sentences using adjectives and similes
- To count securely to 20 and beyond, recognising patterns in the counting system
- To know how to reduce, re-use and recycle
- To perform as a class

Key Skills:

- To know how to reduce, re-use and recycle
- To perform as a class
- To complete a happy and healthy EYFS year!

Special Resources, Provision, ICT Links: