



Year R

Termly Overview and Weekly Breakdown

Summer 2

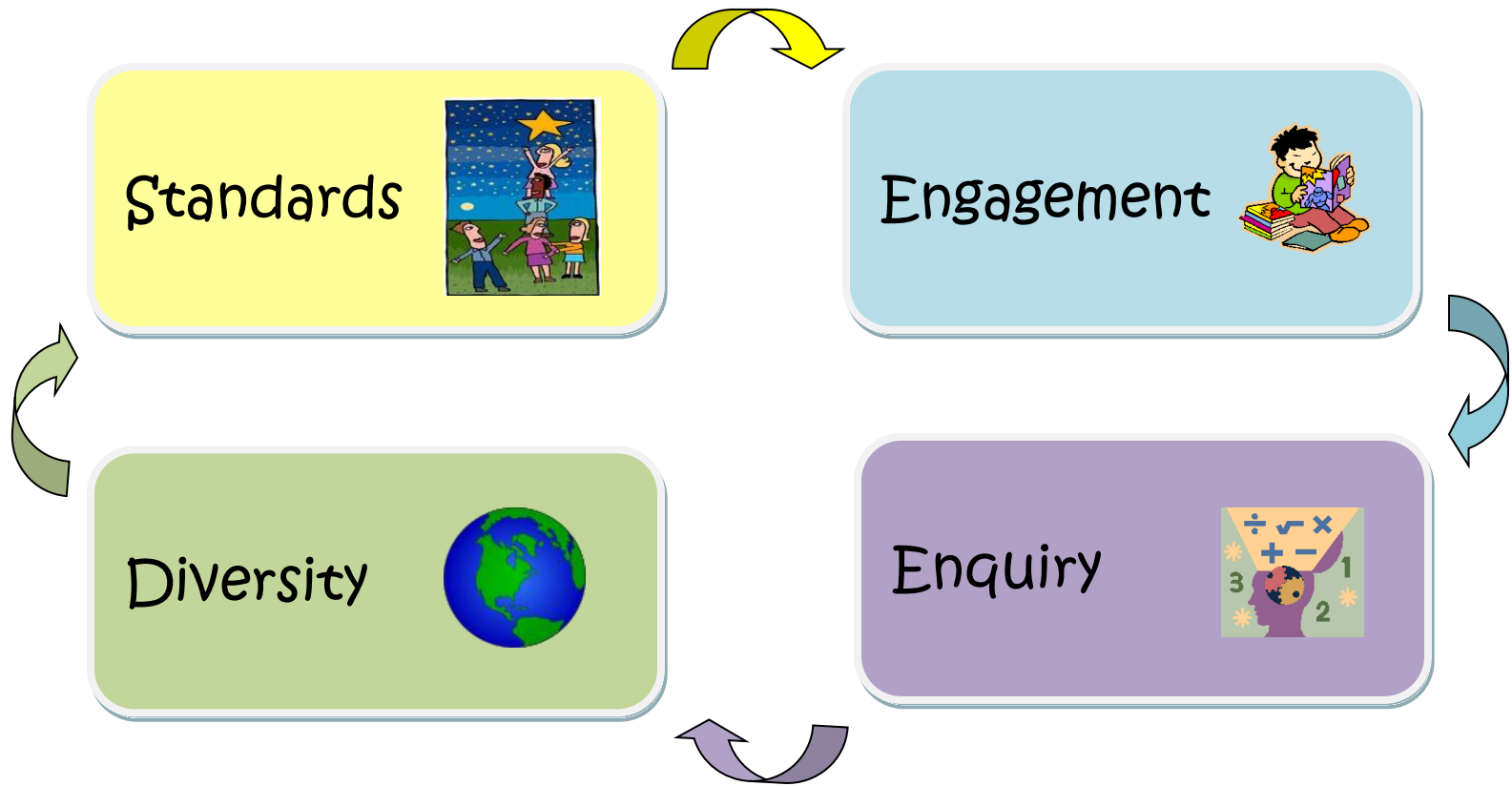
Vision Statement

'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 begin to 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! Molly Roger, a friendly pirate, has sent us a message in a bottle asking us to help rescue her from a desert island!

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 'Commotion in the Ocean' as our inspiration for writing stories and riddles. 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 doing some observational drawings of real fish, collaborative sea collages and studying the artist Andy Goldsworthy.

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, poem, rhyme, sea creature, facts, save, waste, eco, environment, clean, dirty, similar, different, join, tools, fix, review, record, perform, act, washing, past, present, future, dolly peg, tub, wash board, soap, scrub, washing line, old, new

Visitors/Special Days

At Start – Pirate Day
Sports Day
Art Day

Communication and Language
(on-going throughout the unit)

- 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.

	<ul style="list-style-type: none"> • 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	<p>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</p>	
Physical Development (PE)	<p>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.</p>	
PSED	<p>To be prepared for the transition To identify and regulate our feelings and behaviours when dealing with change.</p>	
KUW	<p>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.</p>	
Computing	<p>To combine pictures and text to share information</p>	

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	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
	Pirates! Range of pirate texts Stunning start; message in a bottle Descriptive language	Phase 4 – Beginning and end blends	Subitising	History of boats	Uses of water	Handwriting p PE: Athletics Sprinting	Changes- 'When I grow Up'	Fish observational drawing	Bruno Mars	To add text by finding the correct keys on the keyboard.

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 learn and perform songs as a class

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:

Week 2	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
	Pirates! Range of pirate texts	Phase 4 – Three letter blends	Recall of number facts	History of sea diving	Floating & Sinking	Handwriting s PE: Athletics Relay	Changes-Celebrate Me	Batik fish	AI Start	To learn how to use the shift key.

Week 2: Essential Learning Objectives:

- To write extended sentences using conjunctions, adjectives and similes
- 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

Special Resources, Provision, ICT Links:

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
	Snail and the Whale Postcard from the snail back to his family.	Phase 4 – Assessment	Deep understanding of numbers to 10	Bible Stories; Noah/Jonah	Frozen investigation	Handwriting w Athletics	Changes-Questions for Yr1	Sea collage; fabric	Water/Pirate Topic	To use the shift, space bar and full stop correctly

Week 3: Essential Learning Objectives: <ul style="list-style-type: none"> - 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 weave with different materials 	Key Skills: <ul style="list-style-type: none"> 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:	

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
	Snail and the Whale Postcard from the snail back to his family.	Phase 4 – Assessment	Pattern in number	Boats around the World	Water experiments	Handwriting v Sports Afternoon	Changes-Tour of Yr 1	AI Start – Pirate day – Making pirate artefacts	Christmas song	To combine text and images

Week 4: Essential Learning Objectives: <ul style="list-style-type: none"> - To write a letter including who it is from and to as part of the format - 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: <ul style="list-style-type: none"> - 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. -Making paper accessories using a variety of joining skills
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Special Resources, Provision, ICT Links:

Week 5	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
	Commotion in the Ocean Similes/ riddles about sea creatures	Alphabet order	Comparison	Oceans and plastic pollution	The wettest and driest places on earth	Handwriting x Parachute games	Changes-Suitcase for Yr 1 Water safety	Beach art - Andy Goldsworthy	Own Class song	To use delete key and arrow keys to correct text.

<p>Week 5: Essential Learning Objectives:</p> <ul style="list-style-type: none"> - 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 composition of numbers to 10 -To be able to create art using natural objects 	<p>Key Skills:</p> <ul style="list-style-type: none"> 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
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Special Resources, Provision, ICT Links:

Week 6 & 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
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Week 6	Non-fiction texts Class book about sea creatures	Alphabet order	Counting	Caring for the oceans	Water pollution experiment	Handwriting z Parachute games	Transition Day	Beach art - Andy Goldsworthy	Performance	To finish off Sea creature information page.
As above and also	Billy's Bucket Thought bubble; what's in Billy's bucket?		Counting	Caring for the oceans	Reduce, re-use, recycle	Number formation Parachute games	Transition		Performance	Catch up on sessions missed by Pirate day/trips /sports day etc.

Week 6 & 7: Essential Learning Objectives:

- To write fact 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: