

### Communication and Language

**Focus:** expressing thoughts in complete and accurate sentences. Building and using vocabulary. Using descriptive language.

We will be building a wide range of vocabulary connected to geography, travel, exploration, holidays, transport and minibeast habitats. We will use the vocabulary by writing letters to loved ones, meeting challenges set by 'Gran' and describing solutions to her. We will explore the summer season through the poetic use of alliteration and rhyme.

**At home you could:** have a world word of the day related to geography or minibeasts. Have a conversation... 'if I lived in the desert/arctic/jungle/city/countryside I would...'

### Personal, Social and Emotional

**Focus:** Identifying and moderating personal feelings and thinking about the perspectives of others. Sun safety

**Key Text—** George the Sun Safe Superstar by Kathryn Clifford

We will explore how to recognise feelings and find ways to both express our own feelings and consider the feelings of others

We will find out about how to stay safe in the sun.

**At home you could:** talk openly about feelings, naming them when they happen and showing your child how you manage them yourself.

### Physical

**Focus:** developing confidence, competence and accuracy in ball skills and building strength and stamina.

We will be exploring athletics skills in PE which we will practise as we use the larger field for playtimes and Freeflow. We will recognise our house teams and practise sports relevant for sports day and mini-Olympics

**At home you could:** play lots of ball games or make up personal best challenges – how high can you jump? How many hops can you do in 1 minute? Go for longer walks to build stamina, watch athletics together and talk about the different disciplines.

### Understanding the World

**Focus:** the wider world, maps and mapping, the changing seasons

Using our key texts, we will explore different landscapes and climates in the World, and we will consider how people live in different countries. We will examine how our locality changes in summer and will examine some minibeasts in nearby habitats. There will be a visit from The Greensand Trust.

**At home you could:** go out for walks and spot bugs, plants, wildlife etc. Write letters to relatives and ask about where they live. Make a tent and go on pretend holiday.

## Summer Term

**Focus:** Me and my world and the season of Summer.

**Questions:** What places are there in the World? Where will I go next? How will I keep myself healthy?

This term we will be thinking about where we live in relation to the wider world and taking the idea of a journey through life as well as a geographical journey to support us in transitioning to year 1.

### Expressive Arts and Design

**Focus:** developing narrative in pretend play and exploring a season through colour and materials, sound and movement.

We will be roleplaying explorers and world travels. We will create artworks using a wide variety of materials to build on previous work on expressing the mood of a season and we will return to using drawing to represent ourselves to see how we have progressed.

**At home you could:** Make temporary art using natural materials – leaves, stones etc. Put faces on some pebbles, make them a pebble village and tell stories about your stone family.

### Literacy

**Phonics:** Little Wandle Phase 4 – longer words, compound words and words ending with common suffixes like -ing, -ed, -est.

**Reading – Key texts:** Sun by Sam Usher

Ben and Gran and the Whole wide Wonderful World by Gillian Shields  
Seaside Poems by Jill Bennett

**Writing:** Working towards writing complete sentences with spaces, capital letters and a full stop. We expect spelling to be phonetically plausible.

**At home you could:** keep reading every day. Re-read favourite books. Visit the library for books about the world. Write letters or (under supervision) emails to relatives.

### Mathematics

Understanding larger numbers as some tens and some more, counting beyond twenty and using recognition of number patterns to combine the two concepts.

Recognising that larger numbers have a tens digit and a ones digit.

Developing understanding and recall of maths facts such as doubles, number bonds to ten and odd and even numbers

Returning to partitioning and re-grouping numbers with numbers over ten.

**At home you could:** Play board games that have numbers or scores that go beyond 20 like snakes and ladders. Play scoring games where you score in tens and ones – like plastic bottle skittles with 10 or 1 marked on.