

WILLOW CLASS – LONG TERM PLANNING 2021/2022

Summer 1	The King's Coronation	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
Communication & Language	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	
Personal, Social & Emotional Development	<p>Show an understanding of their own feelings and those of others.</p> <ul style="list-style-type: none"> • Set and work towards simple goals • Give focused attention to what the teacher says, responding appropriately. • Be confident to try new activities and show independence, resilience and perseverance • Explain the reasons for rules • Manage their own basic hygiene and personal needs • 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. 	<p>Healthy Eating – link to King's Street Party, and to planting/ growing and whole school healthy eating focus.</p> <p>Moving on, growing up</p> <p>Peace Out</p>
Physical Development	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> • 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 	<p>Specifics</p> <p>Manipulation & Coordination Unit 1 – PE Hub Sports Day Prep/ Athletics</p> <p>Ongoing</p> <p>Cosmic Kids Yoga Fine motor – pencil control Gross Motor Sports Day prep</p>
Literacy	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • 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. • 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 phrase • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>Traditional Tale Link: <i>Jack and The Beanstalk</i></p> <p><i>King's Coronation – The Queen's Nickers, Queen's Handbag</i></p> <p>Plan Tea Party for the King Recipes, invitations, cards, postcards...</p> <p>Castles – <i>Shh! Lift the flap book – visit to Whittington Castle</i></p> <p>Phonics – RWI groups</p>
Mathematics	<p>A deep understanding of each number to 10, including composition.</p> <p>Subitise up to 5.</p> <p>Automatic recall of number bonds up to 5 and some number bonds to 10.</p>	

WILLOW CLASS – LONG TERM PLANNING 2021/2022

	<p>Verbally count beyond 20. Compare quantities up to 10 in different contexts, recognising greater than, less than or the same. Patterns within numbers up to 10, including evens and odds, double facts and quantities can be distributed equally Everyday language to discuss length, size, height, weight, time, position and capacity. Use language to make simple observations. Use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern</p>	
<p>Expressive Arts & Design</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 	<p>Preparation for the Kings street/ tea party.</p>
<p>Understanding the World</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • 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. • 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. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Understand the effect of changing seasons on the natural world around them</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. 	<p>The importance of the King and Royal family.</p> <p>Communities – Roles within</p> <p>Seasonal changes – spring/ summer – link to Forest School</p> <p>Plants/ Seeds/ Growth Springtime/ changes</p> <p>Locality – Whittington Castle</p>
<p>RE</p>	<ul style="list-style-type: none"> • 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. 	<p>The King</p> <p>SACRE</p> <p>F5 What places are special and why?</p> <p>F6 What times' stories are special and why?</p>