

# WILLOW CLASS – LONG TERM PLANNING 2022/2023

Summer 2	Our Wonderful World	
	STEAM LEARNING	
	Key skills this term	Suggested Focuses
<b>Communication &amp; Language</b>	<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>	
<b>Personal, Social &amp; Emotional Development</b>	<p>Show an understanding of their own feelings and those of others.</p> <ul style="list-style-type: none"> <li>• Set and work towards simple goals</li> <li>• Give focused attention to what the teacher says, responding appropriately.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance</li> <li>• Explain the reasons for rules</li> <li>• Manage their own basic hygiene and personal needs</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p>Healthy Eating – planting/ growing, plan a healthy picnic lunch for last week of term.</p> <p>Moving on, growing up – transition to year 1</p> <p>Peace Out/ Mindfulness Moments</p>
<b>Physical Development</b>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing</li> </ul>	<p><b>Specifics</b> Sports Day Prep/ Athletics</p> <p><b>Ongoing</b> Cosmic Kids Yoga Fine motor – pencil control Gross Motor Sports Day prep</p>
<b>Literacy</b>	<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"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrase</li> </ul>	<p><i>Snail and Whale</i> <i>Somebody Swallowed Stanley</i></p> <p><b>Traditional Tale Link: <i>The Three Billy Goats Gruff</i></b></p> <p><b>Phonics – Set 2 red words, segmenting and blending, fluency when reading simple sentences</b></p> <p><b>Phonics – RWI groups</b></p> <p>Factfile about snails/ whales.</p>
<b>Mathematics</b>	<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> <p>Verbally count beyond 20.</p> <p>Compare quantities up to 10 in different contexts, recognising greater than, less than or the same.</p> <p>Patterns within numbers up to 10, including evens and odds, double facts and quantities can be distributed equally</p>	

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	<p>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><b>Expressive Arts &amp; Design</b></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"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Under the sea collage – link to recycling – bottle tops.</p> <p>Henri Matisse “the snail”</p>
<p><b>Understanding the World</b></p>	<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p>	<p><i>2<sup>nd</sup> week back trip to Whittington Castle, rolled over from summer 1.</i></p> <p>Our Planet – different countries within it – comparison between where we live and location in snail and whale. Where do different animals live?</p> <p>Planting/ Growing Seeds</p> <p>Find out about snails and whales – fact files, labelling.</p> <p>FOGs – caterpillars, butterflies.</p>
<p><b>RE</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>SACRE</p> <p>F5 What places are special and why? F6 What times’ stories are special and why?</p>