

Summer 1: Traditional Tales and Fairy Tales

In this topic, the children will be learning about a variety of fairy tales and traditional stories. Children will be using their imagination to step into the world of fairies, princes, princesses, dragons, mermaids, knights and other wonderful characters. They will look at the settings of stories and be encouraged to role-play, retell and write their own adaptations using story maps.

Vocabulary

Stories, fairy tales, traditional tales, princess, prince, knights, castles, dragons, giants, fairies, mermaids, imagination, storytelling

Literacy

Writing: In Summer 1, Dough Disco and Squiggle While You Wiggle will be carried out as an intervention for children who still need gross motor and fine motor skills development. Pupils will be encouraged through our topic work to draw, write their name, and talk to adults about stories, character and setting. Talk for Writing will continue. Children will use actions, visuals and word lists to help retell the story. Teachers will continue to model writing sentences. Story maps will be innovated with the character/s or setting being changed. Children will be encouraged to write their own sentences, writing a beginning, middle and an end. Handwriting sessions will continue using the Little Wandle Rhymes ensuring the correct letter formation and pencil control and posture. Resources will be sent home for extra handwriting practise if needed. During Continuous Provision, writing and mark-making will continue to be encouraged in all areas. Resources will be provided during Continuous Provision to encourage children to invent their own stories. Continuous Provision will include activities for gross motor and fine motor skills, indoors and outdoors. Activities that strengthen the pupils' core will be available during play. During PE, we will work on core strength exercise alongside other skills.

Reading: Phonics and Reading using the Letters and Sounds Little Wandle Synthetic Phonic Scheme. In Summer 1, the children will start Phase 4. Children will continue to be given a book a week that corresponds to their Phonic level. A separate Reading for Pleasure book will be sent home for parents to share with their child. We will assess Phonics at the end of each half-term. Any GPCs not learnt will be sent home for practise. Children who have not learnt all of Phase 2/3 will have Little Wandle catch-up sessions. Children who are behind will have daily Reading sessions with the teacher. All other children will read at school in small groups three times per week. Children will have class Drop Everything and Read sessions or 'DEAR Time' during the week. They will have the opportunity to talk with a partner about the book they are reading. Once a week, the teacher will read an ongoing, longer book with chapters. This is to help develop memory, imagination and language acquisition.

Whole Class Reading: During Whole Class Reading, we read a book weekly. The class investigate parts of the story and we focus on broadening language and understanding.

Harry and the Bucketful of Dinosaurs, Bear's Don't Eat Egg Sandwiches, Small Knight and George, Room on the Broom

Talk For Writing Books: The Gingerbread Man, Goldilocks and the 3 Bears, On the Way Home

Number

This term the children will be continuing to deepen their understanding of numbers to 10, including the composition of each number. They will be subitising different amounts and practising to recall number bonds confidently. They will be practising their addition and subtraction skills and applying this knowledge to solving number problems to work out the answer. They will be counting to and beyond 20 and learning to compare amounts, saying when a quantity is greater than, less than or the same. The children will be taught patterns within numbers including odd and even numbers and how quantities can be distributed equally. They will continue to look at comparing length, weight and capacity and will have a range of resources both indoors and outdoors during Continuous Provision for them to explore and investigate - particularly in our Water, Sand, Texture Station and Play Doh Area.

Communication and Language

Children will continue to develop their vocabulary through playful interactions with adults and peers through being exposed to a large variety of fiction, non-fiction, poetry and rhymes, as well as singing songs. Children will have time and opportunities to speak and interact with adults and each other. They will continue to be prompted to speak in full sentences. Children will gain a deep familiarity with our Talk for Writing texts, using oral retelling and role-play. Children will be encouraged to imitate, innovate and invent stories in class and play. We will continue to encourage children to broaden their vocabulary and use new words within multiple contexts. Children will sit and listen for longer periods of time that are developmentally appropriate. There will be multiple opportunities to engage and ask questions and talk about what interests them, finding out more and sharing these interests with others and asking 'How' and 'Why' questions. They will be encouraged to use social phrases, such as asking for help, saying please and thank you, telling others to stop and ask for help when needed.

Physical Development

The children will develop their ball skills using their feet during PE this term. This will include dribbling the ball and how to keep control. They will continue to be encouraged to work together to build, balance and climb safely. Children will have opportunities to collaborate with others to manage large items, or work together to carry out their own plans, choosing the right resources. Children will be encouraged to be increasingly independent with their own personal needs.

Complete PE: Feet 1

Personal, Social and Emotional Development

PSED will continue to be taught across the whole curriculum as children become more confident and independent in their environment. The children will be encouraged to self-regulate and respond appropriately in a range of situations. We will continue to develop their sensitivity to other's views and opinions and we will discuss how people will feel using a range of Traditional Tales and Fairy Stories. We will be developing the children's resilience and perseverance to activities and given tasks.

Jigsaw Summer 1: Relationships

Understanding the World

Children will learn about:

Summer and the changes that come with the season.

Explore the natural world around them and describe what they see, hear and feel whilst in the natural world.

Stories and familiar tales and use these to talk about the past and present and how things have changed.

Compare and contrast characters from stories.

Expressive Arts and Design

Children will be taught more advanced Arts and Crafts, Weaving, Woodworking techniques and skills. During Continuous Provision, children will have opportunities to explore and use these skills through play. Seasonal and Traditional Tales topic resources will be used to enhance their learning. They will create and collaborate with their peers to learn to share ideas and to express their ideas and feelings. During Charanga Music sessions and Continuous Provision, children will listen attentively, move to and talk about music, expressing their feelings and responses. They will explore and engage in music-making and dance, performing solo or in groups, singing songs and learning traditional nursery rhymes and traditional tales that they can retell, innovate and invent. Children will have the opportunity to make large box/scrap model with a parent or carer in a crafting session.