

**Class: Kingfishers Term: Summer Term 2025 Explorers & Adventurers**

**Thematic Learning– Summer Fun**



**My World & My Community:** Explore common everyday items that require electricity and build on keeping self safe when using electricity. Explore water both as a liquid & solid, develop knowledge of the water cycle and what we use water for. Make artistic representations of the water cycle & different types of weather.

**Understanding My World & My Community:** Investigate & record different sounds sources and how we can alter sound. Classify products that use electricity, create working circuits and begin to learn about isolators & conductors. Develop knowledge and understanding of different aspects of being holiday – sun/water safety and the water cycle. Build on our knowledge of countries around the world, in particular, Egypt. Learn about Grace Darling.

**Religious Education & Celebration Days:**

**(SMSCD/ RSE)** Explore how holy words help us in our everyday life. Discover good news and special places through stories about Jesus. Developing our understanding of other faiths & cultures.

**Learning through My Play:** Develop our bodies movement and fluidity in a range of ways i.e. bending at the knees, balance, rolling. Turn taking of throwing, running whilst following adult directed games

**Physical Development & Healthy Lifestyles:** Follow simple instructions to complete turn taking games in a small group and begin to make suggestions as to how we could alter/develop the game to create our own. Develop how our bodies move i.e. standing on non dominant foot.

**Additional**

Swimming occurs on a weekly basis (rota of every other week for pupils). Please send in kit to be kept in school as additional opportunities to access the pool may occur.

Opportunities to access outdoor education in Forest School and Tyre Park as well as Light Room for sensory exploration. We have weekly Everton football sessions every Monday afternoon. Every other week we will also be going out on the bus for a range of Educational Visits.

**Life Skills- Understanding the World I Live in:** Develop an understanding of summer safety (clothing, sunscreen etc.) and water safety. Keeping happy & healthy.

**My Creativity:** Explore a range of materials to create different representations of seasonal weather and events. Build on fine motor skills when mark making and tracing a range of images using different materials (chalk/pastel/pencil/ pipettes/bubble wrap). Programe & track Beebot’s and create a Beebop floot map with support.

**Creative Development:** Create seasonal images in the form of drawing, painting and sculpture to share their ideas, experiences and imagination. Using a range of materials, explore sensory input from them. Use technology to sequence a program, make amendments to the program to impact the result and make design choices.

**Myself & My Body:** Explore special events as they occur day to day i.e. class mates birthdays. Develop awareness of their feelings and preferences. Identify similarities/differences between people. Develop self regulation and flexibility of thought with acceptance of adult given boundaries.

**Personal, Social & Emotional Development:** To build on awareness of themselves as individuals with different feelings & preferences than their peers. Reflect on own experiences and set a personal target. Understand what is a special day and recognise what makes the day special.

**Communication & Language:** Continue to develop knowledge and understanding of sounds through rhymes and songs. Explore the use of everyday phonics through exploration of different aspects of sounds. Build listening and attentions skills through intensive interaction and bucket sessions. Explore initial sound phonemes using RWInc. Listen and attend to sensory stories based on Talk for Writing.

**English– Language & Communication:** Explore RWinc phonics phoneme/grapheme correspondence as well as segmenting and blending CVC words and Green word cards. Continue to build on our sentence structure following a Talk for Writing & Colourful Semantics structure – who? doing what? where? why? Sequence a story using captions and images. Letter formation (upper & lower case) as well as sizing and placement

**Thinking & Problem Solving:** Continue to build on our matching skills (object/picture & same amounts), number skills to 10 including 1:1 number correspondence with quantities and numerals as well as using pennies to exchange for theme related items. Sequence events of the day and days of the week and develop understanding of position of objects – under/on/in

**Thinking, Problem Solving & Finance:** Continue to Investigate numbers up to 100 with place value, addition, subtraction, multiplication and money (including notes & coins), Naming properties of 3D shape and identifying it within our environment. Begin to tell the time on analogue and digital clocks for an hour and half hour. Sequence months of the year**.** Secure the use of left/right language to follow and give directions. Begin to use language to describe position movements of full/half/quarter/three-quarter