

## Literacy

In Summer 2 the children will be continuing to focus on revisiting and applying their Phase 3 and Phase 4 Phonics using Phonics Bug. We will be following the same routine of a new sound from Monday – Thursday with Friday being our language lesson, focusing on tricky words.

Children's literature is at the heart of all learning (see separate MTP). Alongside this, we enrich the children's learning experience through further texts linked to their topic theme.

- Explore the story *What the Ladybird Heard* by Julia Donaldson. Encourage children to join in with the animal noises, make predictions with what will happen in the story and discuss the characters and events that have taken place.
- Create a Wanted Poster for the two men in the story.
- Take on roles of the different characters, interview them and record.
- Learn about the different animals and create fact files about them.
- Explore the story *Aaaargh Spider!* by Ruth Brown.
- Re-tell the story in their own words. Discuss prejudices and stereotypes. Discuss what children expect a typical pet to be like.
- Share additional topical stories for the children's enjoyment such as *Tad, The Very Hungry Caterpillar* and *The Bad-Tempered Ladybird*.
- Children will be expected to form their letters with increased accuracy and full stops and capital letters are an expectation in sentence writing.
- Children are expected to spell known tricky words correctly and to spell words in a phonetically plausible manner.

## Maths

In Robin Class, we follow the White Rose Maths scheme of learning. This is also supported by our use of the NCETM curriculum for further embedding.

In Summer 2, we will be focusing on consolidating our counting skills and exploring shapes and patterns. We will:

- Provide minibeast resources for the children to groups and share in different ways.
- Count the ladybird cards and show different ways to represent these numbers.
- Hide a variety of the Minibeast safari cards in the outside area. Tell the children how many you have hidden and challenge them to find them all. After finding each one, check how many more there are to find.
- Make colourful caterpillars of different lengths with the children using cubes, counters or beads. Encourage the children to compare the lengths of the various caterpillars they have made, by placing them next to each other and counting the number of items used. Ask 'Which caterpillar is the longest?' and 'Which caterpillar is the shortest?'

## PSED

In this topic we will be looking at how we have changed:

- We will understand how everyone is special.
- Express how we feel when changes happen.
- Understand and respect changes that happen to us and others.
- Know who to ask for help when needed.
- Look forward to new changes.

## Creep Wriggle and Crawl

### Summer 2



## Expressive Arts and Design

The children will be exploring art and design through the use of natural resources in their environment. Children will be exploring patterns and snail shells and creating their own.

We will be creating 'bug hotels', planning the resources we will be using and then evaluating them, through discussions, once they have been completed.

In Robin class we will explore how we can use different materials to make new sounds and beats.

## Physical Development

In this unit children will develop their team skills through different games played. Children will develop skills of target throwing through team games, play tag games and learn to celebrate other people's successes.

Children will focus on the importance of rules and following them during team games. They will focus on keeping score and celebrating wins and learning how to improve their play when they do not win a game,

Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.

## Communication and Language

Communication and language will occur throughout the day through play, Voice 21 and shared reading activities. Children will be encouraged to develop their vocabulary through the SHREC approach. We will also:

- Read the story *What the Ladybird Heard* by Julia Donaldson. After reading, ask the children 'Did you hear any words that rhyme?' Allow time for them to share their ideas and examples and then read the book through again, encouraging them to join in. Display the Rhyming word cards from the story for the children to match and read. For example 'hen, pen' and 'duck, cluck'.
- Read and sing a variety of action poems and songs on the theme of minibeasts. Rhymes might include, *Incy Wincy Spider*, *There's a Worm at the Bottom of my Garden* and *Ladybird Ladybird*. Encourage the children to join in with the actions, predict the next lines and learn the poems by heart.
- Set up a 'drainpipe' using guttering or a cardboard tube and provide coloured cut out spiders. Give the children instructions for placing the spiders using prepositions such as under, on, next to and behind.
- Put Minibeast picture cards in envelopes – one per envelope. Working in a small group, give each child an envelope and ask them to open it without showing other children which minibeast they have. Taking it in turns, ask each child to describe their minibeast without using its name and see if others can guess it.

## Knowledge and Understanding of the World

During this topic the children will explore the importance of mini beasts. We will explore our local community going for visits to the local park. The children will observe caterpillars grow into butterflies and record the observations they make. Children in Robin will gain good understanding of life cycles. Children will be making homes for minibeasts having clear understanding of what they need to survive. We will find out which foods minibeasts prefer through placing plates of different foods including bread, fruit, vegetables, cereals, cooked meat or fish, cheese or yoghurt in a sunny spot outside. We will ask the children to predict the minibeasts' favourite food. Let the children check the plates throughout the day to count any visiting minibeasts. Share the results. Were their predictions, right?