




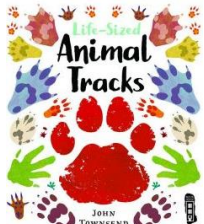
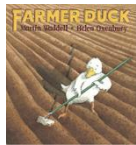

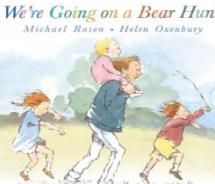






<p align="center"><b>Communication and Language</b></p> <p><u>Skills</u>  ~ to hear when the incorrect tense has been used in speech and begin to make corrections.</p>  <p>~ answer how and why questions about what they have observed or experienced.</p>	<p align="center"><b>Personal, Social and Emotional development</b></p> <p><u>Skills</u>  ~ Jigsaw programme ~ relationships</p>  <p>~ know how to stay safe in the sun, the reason we wear hats and sun cream &amp; drink more water to stay hydrated</p> <p>~ Show sensitivity to the needs of others.</p>	<p align="center"><b>Physical development</b></p> <p><u>Skills~ Gross motor</u>  ~ to develop skills in running, balancing, changing direction, striking a ball and throwing.</p>  <p>~ to develop shapes, balances, rocking &amp; rolling &amp; jumps and travelling</p>
<p align="center"><b>Literacy</b></p> <p><u>Skills</u>  ~ consolidate Phase 4 and begin Phase 5</p>  <p>~write simple captions which can be read by themselves and others.</p> <p>~make plausible attempts at longer words.</p> <p>~begin to spell phase 3 sight words</p> <p>~begin to know the letter names of the alphabet</p> <p>~ form letters correctly ensuring they are even in size with ascenders and descenders</p> <p>~ to talk reflectively about what has been read to them</p> <p>~begin to retell stories and narratives in their own words</p>	<p align="center"><b>Summer 1</b>  <b>Whose prints are these?</b></p> <p align="center">Core text and Experiences</p>      	<p><u>Skills ~ Fine motor</u>  ~ Weekly hand gym sessions to develop pincer strength, pen grip, drawing &amp; scissors skills.</p> <p align="center"><b>Mathematics</b></p> <p><u>Skills</u>  Following NCETM programme</p>  <p>~cardinality, ordinality and counting</p> <p>~subitising &amp; 10 frames</p> <p>~doubles &amp; 10 frames</p> <p>~10 frames, part whole models</p> <p>~number labels</p> <p>~begin to recognise and use abstract symbols</p> <p>~ use mathematical language when talking about shape, linking properties of 2d shape to 3d shape.</p> <p>~using money</p>
<p align="center"><b>Understanding the World</b></p> <p><u>Skills</u>  ~ Respect and care for the natural environment and all living things.</p>  <p>~ Know how to care for animals.</p>	<p align="center">School value ~ Love</p> <p align="center">British value ~ Mutual Respect</p>	<p align="center"><b>Expressive Arts and Design</b></p> <p><u>Skills</u>  ~ return to and build on their previous learning, refining ideas.</p>  <p>~construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>

<p>~ Draw pictures of animals.</p> <p>~ Identify similarities and differences between animals.</p> <p>~ Plant seeds and care for growing plants.</p> <p>~Know how to use and draw information from a simple map</p> <p>~Know that simple symbols are used to identify features on a map.</p> <p>~Know about the signs of summer and the associated weather.</p>		<p>~ explore watercolour paints.</p> <p>~ explore printing to make tracks</p> <p>~ making tracks in clay</p>
<p><b>Computing</b>  <u>Privacy &amp; Security</u>  Child Focus 'E-safety' - Bing video  Smartie the penguin ~ pop ups and in app purchasing</p>	<p style="text-align: center;"><b>Goring Community Events</b></p> <p><u>Parent/pupil/teacher meetings</u></p> <p>Wednesday 17<sup>th</sup> April 2024</p> <p>Wednesday 24<sup>th</sup> April 2024</p> <p>Wednesday 1<sup>st</sup> May 2024</p> <p>Wednesday 8<sup>th</sup> May 2024</p> <p>Wednesday 15<sup>th</sup> May 2024</p>	<p><b><u>Kapow~ Music &amp; Movement</u></b></p> <p>~learn how to create simple actions to songs</p> <p>~learn how to move to a beat</p> <p>~express feelings and emotions through movement to music</p>

## Communication and Language

### Skills

~ listen and respond to a story being told without images.

~ identify when the incorrect tense is used in speech and make corrections.

~ answer how and why questions using recently introduced vocabulary.



## Personal, Social and Emotional development

### Skills

~ feeling good, feeling safe.

~ Jigsaw programme ~ Changing me



## Physical development

### Skills~ Gross motor

~ Run in different ways for a variety of purposes.

~ Jump in a range of ways, landing safely.

~ Throw underarm.

~ Roll and throw an object to a partner or at a target.

~ Watch and describe a partner's actions.

~ Practise and improve performances and actions.

~ To hold and manipulate small and large equipment.

~ Move confidently and safely and navigate space and equipment safely.

~ Hit a ball with a bat or racquet.

### Skills ~ Fine motor

~ Weekly hand gym sessions to develop pincer strength, pen grip, drawing, scissors skills and sewing.



## Literacy

### Skills

~ to talk reflectively about what has been read to them.

~ retell stories and narratives using their own words and recently introduced vocabulary.

~ begin to know the names of letters in the alphabet

~ Phase 5a Q phonics

~ spell phase 3 common exception words ~ write simple phrases and sentences that can be read by others.

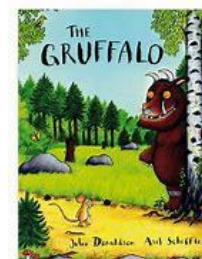
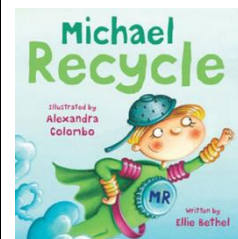
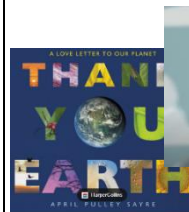
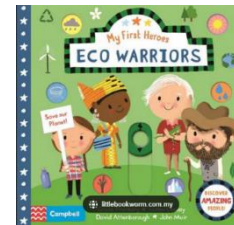
~ form letter correctly, ensuring they are correctly positioned on a line.



## Summer 2

### Why was the World created?

#### Core text and Experiences



## Mathematics

### Skills

Following NCETM programme Consolidation & assessment against the Early Learning Goals



## Understanding the World

### Skills

~ I know about the life cycle of a plant

~ I know about growth, decay and changes over time.

~ I know some similarities and differences in relation to living things.

~ I can observe and draw pictures of things that grow.

~ I can use simple equipment to help them make observations.

~ I know why things happen and how things work

~ I know some similarities, differences, patterns and change in relation to people (Jigsaw).

~ I can identify the differences and similarities between the seasons.

~ I know that some things in the worlds are man-made and some things are natural.

~ I know how to make simple maps of imaginary communities using a variety of construction resources.

RE unit~ Why is the name God so important to Christians.



## School value ~ fun and faith

### Goring Community Events

Sports day ~ 17<sup>th</sup> June

## Expressive Arts and Design

### Skills

~ I can sew on hessian to understand that different media can be combined to create new effects

~ I can make an observational painting.

~ I can construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

~ I can talk about other artist's work.

~ I can retell stories through drama.

~ I know how to make up my own song and share and perform to a group

~ Kapow –musical stories



### Computing

#### Digital Footprint & Identity

Jessie and friends ~ sharing pictures the story book  
Jessie & Friends Ep 2 Sharing Pictures (5-6 years) - Bing video