



# St Barnabas

Church of England Primary Academy

A member of **CDARI**



## Summer 1: Amazing Animals

We aim to cover the following below. We will also look at the children's interests, identify gaps in their learning and move them on through directed activities and continuous provision.

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| Communication and Language                 | <ul style="list-style-type: none"> <li>- Learn new vocabulary</li> <li>- Connect one idea to another to articulate their thoughts in well-formed sentences</li> <li>- Listen to stories</li> <li>- Anticipate key events</li> <li>- Use past, present and future tenses</li> <li>- Listen to and learn new rhymes</li> <li>- Asking questions</li> <li>- Follow instructions</li> <li>- To make comments about a topic</li> <li>- Connect one idea to another to articulate thoughts</li> <li>- Read non-fiction books</li> </ul> |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>- Use a range of equipment safely</li> <li>- Start to show independence</li> <li>- Show sensitivity to their own and others' needs</li> <li>- Problem solve</li> <li>- Follow instructions</li> <li>- Work together and take turns</li> <li>- Healthy choices and screen time</li> </ul>   |
| Physical Development                       | <ul style="list-style-type: none"> <li>- Continue to practise the fundamental movement skills: running, crawling, jumping, skipping, climbing, hopping and rolling</li> </ul>   |

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|             | <ul style="list-style-type: none"> <li>- Use a range of equipment and apparatus confidently and safely</li> <li>- Develop strength, balance and coordination</li> <li>- Hold a pencil correctly using the tripod grip</li> <li>- Form letters accurately</li> </ul>   |
| Literacy    | <ul style="list-style-type: none"> <li>- Daily Phonics session focusing on Phase 3.</li> <li>- Rhyme time</li> <li>- To read phrases and sentences including common exception words</li> <li>- To write phrases and sentences including common exception words</li> <li>- To listen to a variety of fiction and non-fiction books and demonstrate an understanding of what has been read to them</li> <li>- Form letters correctly</li> </ul>   |
| Mathematics | <ul style="list-style-type: none"> <li>- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>- use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>- subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>- be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> <li>- continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>- continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> |

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|                         | <ul style="list-style-type: none"> <li>- explore the composition of 10.</li> <li>- order sets of objects, linking this to their understanding of the ordinal number system</li> <li>- Matching shapes using jigsaws and puzzles</li> <li>- Matching with models</li> <li>- Replicating models</li> <li>- Making new shapes</li> <li>- Pattern blocks</li> <li>- Shapes can be pulled apart to make more shapes</li> </ul>  |
| R.E                     | <ul style="list-style-type: none"> <li>- Friendship</li> <li>- The Church and Christian artefacts</li> <li>- Continue to explore our Christian values</li> </ul>   |
| Understanding the World | <ul style="list-style-type: none"> <li>- Naming the season of Spring and looking at the features: <i>understand changes in the natural world including seasons</i></li> <li>- Where do sea creatures live?: <i>life in other countries</i></li> <li>- Migration- where do birds travel to?: <i>life in other countries</i></li> <li>- Muddy Monday: make simple maps of our forest school area where we create our minibeast homes: <i>describe their immediate environment using maps</i></li> <li>- Animals (Name different types of animals, explore different habitats animals live in, discover dinosaurs and how they are now extinct)</li> <li>- Insects (Know what an insect is, learn about where an insect lives and why, conduct an insect hunt, name some different types of insect)</li> <li>- The tiger who came to tea: <i>to understand the past through settings, characters and events (communication, describe, chronology, vocab)</i></li> <li>- Dogger: <i>to understand the past through settings, characters and events (communication, describe, chronology, vocab)</i></li> </ul> |

Expressive Arts and Design

- Rhyme time
- Pointillism: Seurat
- Using percussion
- Create resources for performances
- Create props for stories
- Choose resources fit for purpose (colour, texture, form, function)
- Listen to music and discuss how it makes you feel
- Perform rhymes in time to music
- Learn new songs
- Create collaboratively