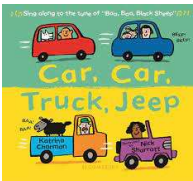
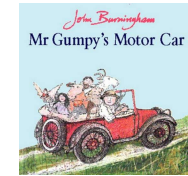
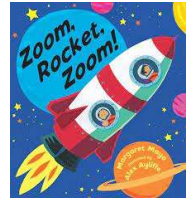
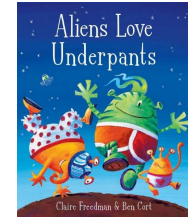
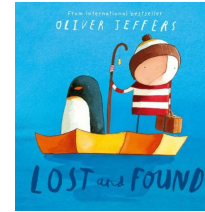
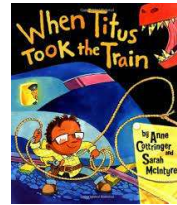
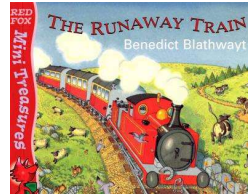
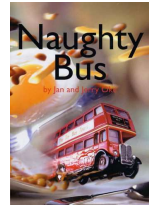
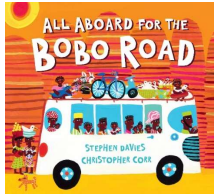
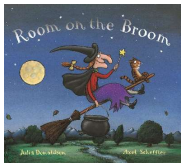
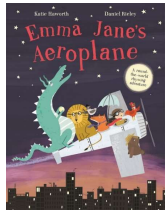


Summer 1: Key Books



Week 1

Week 2

Week 3

Week 4

Week 5 and Week 6

Key Vocabulary:

- **Passport:** an identification document needed to travel on a plane
- **Airport:** a place where planes depart from and land at
- **Map:** a pictorial representation of an area showing key features such as roads and buildings.

Key Questions:

- Where does Emma go in her aeroplane?
- What might you see out of the window of an aeroplane?

Key Vocabulary:

- **Bus:** a large motor vehicle carrying passengers by road
- **Passenger:** a person that is travelling on transport
- **Luggage:** suitcases or bags to pack personal belongings while travelling

Key Questions:

- Have you ever been on a bus?
- Where did you travel on the bus?
- What did the children see when they travelled on the bus?

Key Vocabulary:

- **Station:** a place where the train stops to let passengers on and off
- **Platform:** a raised surface where passengers wait for the train
- **Ticket office:** a place where people buy tickets for the train

Key Questions:

- Have you ever been on a train?
- Where did you travel on the train?
- How is train travel different to travelling on an aeroplane?

Key Vocabulary:

- **Boat:** a small vessel for travelling over water propelled by oars, sails or an engine
- **Ship:** a large boat for transporting goods or people
- **Harbour:** a place on the coast where boats may moor in shelter

Key Questions:

- How did the penguin feel?
- Where did the penguin come from?
- How did the boy help the penguin?

Key Vocabulary:

- **Spaceship:** a vehicle used for travel in space
- **Space:** an empty area that is available to be used. The whole of the universe outside the Earth's atmosphere
- **Planet:** a large spherical astronomical body that orbits a star
- **Earth:** the planet on which there is human life
- **Moon:** the large round object that circles the earth and shines at night by reflecting light from the sun
- **Traffic light:** coloured lights to control traffic

Key Questions:

- Which planet do we live on?
- How can you travel into space?
- Which planet would you like to visit?
- What colour does the traffic light have to be to go/stop?

Summer Knowledge Organiser

Physical development

Funky Fingers

Children will have activities on the tables which will support their fine motor skills. Examples of this: play dough, threading, tracing, scissor skills, scooping and using tweezers. These fine motor skills help the children to develop their hand muscles and support their pencil grip



Fine motor:

In play the children will improve their fine motor skills. They will do this whilst using construction, play dough, threading, and a range of other activities that will be out in provision.



Self care

Encourage your children to dress themselves – putting on coats, putting their arms through t-shirts and doing up shoes. Eating – using cutlery, opening lunch boxes and food bags. Hygiene – cleaning teeth, brushing hair, toileting.



AT HOME: Can you follow some instructions to make some playdough to play with at home?

Pencil grips- We will be encouraging the children to write using a tripod grip but please don't worry if your child is not ready to do this yet

Gross motor Children use their gross motor skills to perform every day functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and rolling a ball).



Mathematics

We follow the white rose scheme for maths, incorporating numicon and number blocks to support our maths learning.

Numbers

This half term we will be looking at numbers 7 - 10. The value of the number, counting within the number, formation of the number and the shape correspondence, for example a square for 4.



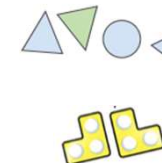
Comparing quantities

We will be looking at quantities asking questions like:
How many will there be if there is one more? One less? Can you count on? Count back?



Shapes

This term we will focus on 2D and 3D shapes. We will also look at the properties for each shape for example sides, corners, straight, flat, round



AT HOME: Practice counting objects and actions, and encourage your child to look for numbers in the world around them.

PSED



Relationships We will continue to focus on encouraging children to make relationships with peers and with the adults. We will ensure the children feel safe, and know who they can talk to if they have any worries or needs.



Rainbow chart

Children move up the rainbow for positive behaviour and earn a reward at the end of the week for making it into the sunshine.

Friendships We will be thinking about being kind to each other and playing with a variety of different children.

Feelings The children will talk about their feelings by labelling them and think about how to manage them e.g. by calming down if they are angry.



AT HOME: Talk to your children about ways we can be a really good friend.

Expressive arts and design



Role play The children will be able to role play in the home corner and at our small world tuff trays.

Art The children will create colourful pattern art inspired by South African artist Esther Mahlangu



Construction The children have access to a range of constructional resources in the classroom. Including junk modelling.

Music We will sing a range of nursery rhymes in class, as a whole, in groups and individually.

AT HOME: Sing nursery rhymes.

RE The children will write their own prayer to Father God to say thank you for the people who are important to them..

Understanding the world



The natural world

We will continue to talk about the changes during the season of spring.

The children will have the opportunity to observe caterpillars changing into butterflies in Summer 2.

We will look at the effects of plastic pollution especially on sea life.

We will find out about a range of different animal habitats.

People, culture and communities:

We will find out about other places in the world.

We will also introduce the children to democracy (choosing stories).

We will be drawing simple maps of our local area.



Past and Present

We will be looking at what transport was like in the past.

AT HOME: Talk to your children about the world around them and their place in it.

Literacy

Phonics

The children will continue to consolidate their listening skills in phase one phonics. We will continue to work on hearing rhymes, initial sounds and begin to work on our oral blending skills.

Oral blending

Blending in phonics is combining broken up sounds to make a word. For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

AT HOME: Practice asking your children if they would like something using sound talk: for example- can you put on your c-oa-t?



Comprehension: Children will be asked questions about stories they have heard and encouraged to anticipate events that may occur next. This supports their comprehension of language. When reading at home please ask your child questions such as 'who was in the story?', 'what happened first?' 'what do you think might happen next?' to encourage them to interact with the story they are listening to.

AT HOME: Please encourage your child to practise forming the letters in their name, starting from the correct place and moving their pen in the right direction.

Segmenting

This is the process of breaking down the words into separate sounds and syllables. For example dog = d-o-g..



Name writing: Children will be writing their names using the mnemonics from the 'Essential letters and sounds' scheme.

Topics

Week1: aeroplane
Week 2: bus
Week 3: train
Week 4: boat
Week 5: spaceship
Week 6: car
Week 7: jungle
Week 8: pets
Week 9: insects
Week 10: sea
Week 11: farm
Week 12: endangered
Week 13: polar

Extras:

Little City – 13th June
Willows Farm - TBC

