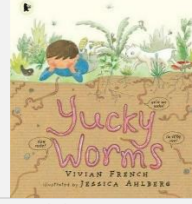

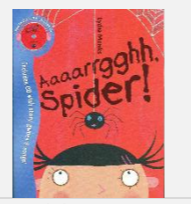







RECEPTION – Adventure is Out There –In the garden Article 28-A right to an education

		Week 1 13.4.26	Week 2 20.4.26	Week 3 27.4.26	Week 4 4.5.26	Week 5 11.5.26	Week 6 18.5.26
SUMMER	ENGLISH	<p>Monday – Bank Holiday Key Text: Yucky Worms by Vivian French</p>  <p>Activity: Write a caption based on the story –Yucky Worms.</p> <p>Skill: Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>https://schoolgardening.rhs.org.uk/resources/activity/mini-wormery</p> <p>Article 17-Access to information</p>	<p>Key Text: Yucky Worms by Vivian French</p>  <p>Activity: Write a class letter to the unappreciated worm-class activity To write facts about worms</p> <p>Skill: Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p> <p>Article 17-Access to information</p>	<p>Key Text: Arrrgh Spider!! By Lydia Monks</p>  <p>Activity: To write a collaborative class poem about minibeasts to perform in the Poetry Assembly – copy into books</p> <p>Book work-To write an extended sentence using- and because</p> <p>Skill: Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p> <p>Article 17-Access to information</p>	<p>Key Text: Arrrgh Spider!! By Lydia Monks</p>  <p>Activity: Gathering information about spiders. Write thought bubbles – linked to a scene from the story</p> <p>Skill: Writes own names and other things such as labels and captions.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p> <p>Article 17-Access to information</p>	<p>Key Text: What the ladybird heard By Julia Donaldson</p>  <p>Activity: To write a recount of the zoo Lab workshop.</p> <p>Skill: Ask questions to find out more and to check they understand what has been said to them.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. Rights Respecting-Article 13-Rights to share thoughts freely. Article 17-Access to information</p>	<p>Key Text: What the ladybird heard By Julia Donaldson</p>  <p>Letter and sound check. DICTATION</p> <p>Skill: Spell words by identifying the sounds and writing short sentences with words with known letter-sound correspondences and full stop.</p> <p>Write recognisable letters, most of which are sounds in them and representing them and sentences that can be read by the class.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p> <p>Article 17-Access to information</p>
			<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Numbers 6-9 numbers First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Letters v w First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters x z First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Capital letters C A D First and surname</p>	<p>Handwriting: Nelson Handwriting- Developing Skills (Blue Level) Letters: Letters: Capital letters G Q First and surname</p>
		<p>Phonics: Phase 4 bl br Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 cl cr dr Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 fl fr ff Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 gl gr Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Phonics: phase 4 ll lp lf lk Practice segmenting, blending and writing words – CCVC & CVCC</p>	<p>Recap Letter and sound assessment</p>
	COMMUNICATION AND LANGUAGE	<p>Activity: Create a class mind map of what they know about worms and what they would like to learn about them Read and talk about the book. What worms are? Where do they live? How do they move?</p> <p>Skill: Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: Describing worms Writing sentences and facts about worms Revisit mind map and add what we have found out Reinforce speaking in full sentences.</p> <p>Skill: Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: If I had a pet it would.....</p> <p>Skill: Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: Act the story out</p> <p>Skill: Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: To write a recount of the zoo Lab workshop-sharing information, recall, descriptive vocabulary</p> <p>Skill: Articulate their ideas and thoughts in well-formed sentences.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity Compare and talk about topic books Likes/dislikes</p> <p>Skill: Articulate their ideas and thoughts Listen attentively and respond to what is being read to and during whole class discussion what they have heard and ask questions engaged in back-and-forth exchanges with peers Rights Respecting-Article 13-Rights to share thoughts freely.</p>

MATHS	<p>Subtraction To be able to subtract.-practical</p>	<p>ADDITION AND SUBTRACTION Counting: To be able to subtract using a number line.</p> <p>Skill: To be able to record simple subtraction sentences</p>	<p>NUMBER AND PLACE VALUE Multiplication: Doubling -practical</p> <p>Skill: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>NUMBER AND PLACE VALUE Multiplication: Doubling</p> <p>Skill: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>NUMBER AND PLACE VALUE Division: Sharing/halving -practical</p> <p>Skill: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>NUMBER AND PLACE VALUE Division: Sharing/halving</p> <p>Skill: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>Activity: Watching a video all about worms and recalling facts Find out the answers to our questions about worms</p> <p>Skill: Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: Using a magnifying glass and looking for minibeasts.</p> <p>Skill: Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and alliving things.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: Watching a video all about spiders and recalling facts Find out the answers to our questions about spiders</p> <p>Skill: Talk about what they see, using a wide vocabulary.</p> <p>Rights Respecting-Article 13-Rights to share thoughts freely.</p>	<p>Activity: How some mini beasts are good and helpful for the environment? Look into other mini beasts.</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things.</p>	<p>Activity: Watching a video all about ladybirds and recalling facts Find out the answers to our questions about ladybirds</p> <p>Skill: Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Activity Recap all minibeasts covered. What can you remember?</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things.</p> <p>Skill: Talk about what they see, using a wide vocabulary.</p>
	<p>ICT: Finding facts about worms</p> <p>Skill: To be able to retrieve information in a range of ways Rights respecting-Article 17 -Right to Information</p>	<p>ICT: Label parts of a plant - Busy Things</p> <p>Skill: Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>ICT: Plant life cycle - Busy Things</p> <p>Skill: Complete a simple program on a computer.</p>	<p>ICT: Designing their own Mini beast</p> <p>Skill: Uses simple paint packages on a smartboard.</p>	<p>ICT: Designing their own Mini beast</p> <p>Skill: Uses simple paint packages on a smartboard.</p>	<p>ICT: Finding facts about minibeasts</p> <p>Skill: To be able to retrieve information in a range of ways Rights respecting-Article 17 -Right to Information</p>
	<p>Unit 1 – Manipulation and Coordination Lesson 3</p> <ul style="list-style-type: none"> Reproduce movements with a ball bilaterally with feet. Practise making contact with a ball using feet and legs. <p>Skill: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Unit 1 – Gymnastics Lesson 1 1. Listen and respond appropriately to instructions 2. Move in a variety of ways, changing speed and direction 3. Apply simple understanding of shape and space Skill Development: Adapting instructions to physical actions</p> <p>Rights Respecting-Article 31-A right to play</p>	<p>Unit 1 – Manipulation and Coordination Lesson 4</p> <ul style="list-style-type: none"> Respond to cues to change between hopping, jumping and stepping. Coordinate feet to practice hop, step and jump sequences. <p>Unit 1- Gymnastics Lesson 2 Jumping and rebounding on and off low apparatus 2. Work with a partner to jump in unison 3. Create simple jumping sequence Skill Development: Take off and landing positions for jumping</p> <p>Rights Respecting-Article 31-A right to play</p>	<p>Unit 1- Manipulation and Coordination Lesson 5</p> <ol style="list-style-type: none"> Catch, copy and repeat ways of sending, receiving and carrying. Find new ways/make choices of ways to send, receive, and carry objects by self and with partner. <p>Unit 1- Gymnastics Lesson 3 Balance beanbag in as many different ways on the body as possible 2. Move and roll a ball around body with control 3. Work as part of a team to transfer balls, beanbags and hoops Skill Development: Transferring/moving equipment</p> <p>Rights Respecting-Article 31-A right to play</p>	<p>Unit 1- Manipulation and Coordination Lesson 6 .</p> <ol style="list-style-type: none"> Listen, respond and coordinate hands and feet to touch a target. Send and stop objects using hands and feet <p>Unit 2- Gymnastics Lesson 4 Working on apparatus stations to develop travelling skills on various parts of the body. 2. Move over, under, around, through, on and off apparatus and incorporate balances. Skill Development: Moving through and under apparatus.</p> <p>Rights Respecting-Article 31-A right to play</p>	<p>Unit 2- Manipulation and Coordination Lesson 1</p> <ul style="list-style-type: none"> Take part in a variety of parachute games Listen and follow instructions <p>Unit 2- Gymnastics Lesson 5 Develop body awareness moving limbs together and in isolation 2. Show ability to copy and repeat simple patterns 3. Use basic equipment to demonstrate coordinated movement Skill Development: Copying and repeating</p> <p>Rights Respecting-Article 31-A right to play</p>	<p>Team games in the last week. Discuss-sportsmanship Supporting</p> <p>Rights Respecting-Article 31-A right to play</p>
	<p>Activity: Make play dough, plasticine and pipe cleaner worms</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: Make salt dough worms</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: Paint the salt dough worms</p> <p>Skill: Explore colour and colour-mixing.</p>	<p>Activity: Make a spider and a spider web using a variety of materials</p> <p>Skill: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Activity: In small groups, create a mini beast habitat using natural resources and evaluate.</p> <p>Skill: Begin to understand the need to respect and care for the natural environment and alliving things. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Activity Collage giant minibeasts</p> <p>Skill: Explore different materials freely, to develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>
	<p>Kapow Music – Big Band: Lesson 1- What makes a musical instruments?</p>	<p>Kapow Music – Big Band: Lesson 2- Introduction to orchestra</p>	<p>Kapow Music – Big Band: Lesson 3- Follow the beat</p>	<p>Kapow Music – Big Band: Lesson 4- Tuned and untuned instruments</p>	<p>Kapow Music – Big Band: Lesson 5-Big band performance</p>	<p>Reflect on the half term-Children to share their experiences</p>

	PERSONAL, SOCIAL AND EMOTIONAL	<p>Jigsaw scheme Relationships My Family</p> <p>Skill: I can identify some of the jobs I do with my family and how I feel like I belong</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>	<p>Jigsaw scheme Relationships Make friends, never break friends, Part 1</p> <p>Skill: I know how to make friends to stop myself from feeling lonely.</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>	<p>Jigsaw scheme Relationships Make friends, never break friends, Part 2</p> <p>Skill: I can think of ways to solve problems and stay friends.</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>	<p>Jigsaw scheme Relationships Falling Out and Bullying Part 1</p> <p>Skill: I am starting to understand the impact of unkind words</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>	<p>Jigsaw scheme Relationships Falling Out and Bullying Part 2</p> <p>Skill: I can use Calm Me time to manage my feelings</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>	<p>Jigsaw –Reflect on the topic</p> <p>Rights Respecting-Article 12-Respect for children's views. Rights Respecting-Article 13-Rights to share thoughts freely. Article 2-No discrimination</p>
	IN SCHOOL WORKSHOPS/important dates				<p>Visit from Zoo Lab Minibeast Workshop Thursday 14th May 2026</p>		<p>Poetry Assembly Collaborative Class Minibeast Poems.</p>
	Overarching Rights R4specifing	<p>Article 2-No discrimination Article 3-Best interests of the child Article 4-Making rights real Article 7- Name and nationality Article 8-Identity Article 17-Access to information Article 23-Children with disabilities Article 31-Rest, play, cultures, Arts</p>					