

Summer 2 The World Around Us

Areas of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	4 th June	11 th June	18 th June	25 th June	2 nd July	9 th July	16 th July 2 days
Main focus/ key text	Christopher Nibble		We're Going on a Bear Hunt		Leopard's Drum		
Phonemes (LF)	sh	ch	th	Recap	Recap	Recap	Recap
SEAL	Understanding the need to work together. <i>(Working on our role play areas, could we do this alone? Would we do better as a team?)</i>	Understanding right and wrong. <i>(Playing turn taking games)</i>	Dealing with feelings of anger and upset <i>(what makes us angry? What do we do when we are angry? Share book - I feel angry)</i>	Beginning to support each other and offer encouragement and praise. <i>(working together within the unit to complete activities)</i>	Helping others who are feeling angry or upset. <i>(Looking after new children who are visiting Nursery.)</i>	Recognising feelings of anxiety linked to change. <i>Supporting children as they think about moving to their new classes)</i>	Recognising feelings of anxiety linked to change. <i>(Visits to new classes and looking at class induction books).</i>
PSE-ongoing activities	Making relationships - j- Explain own knowledge and understanding, and asks appropriate questions of others.						
PSE	Managing feelings and behaviour m - understands that own actions affect other people. <i>(Developing class responsibilities and reinforcing sense of team work linked to SEAL).</i>	Managing feelings and behaviour m - understands that own actions affect other people <i>(Link to turn taking games and activities)</i>	Making relationships -k- takes steps to resolve conflict with other children eg finding a compromise. <i>(Link to SEAL - what do we do if we are angry? How can we sort out tricky situations?)</i>	Managing feelings and behaviour - o- beginning to be able to negotiate and solve problems without aggression eg when someone has taken their toy. <i>(develop work from previous week and support strategies for solving conflicts).</i>	Managing feelings and behaviour m - understands that own actions affect other people. <i>(Can the children remember what it was like when they were visiting for the first time? How did they feel?)</i>	Self-confidence and self-awareness - j- can describe self in positive terms and talk about abilities. <i>(Able to say something positive about themselves to accompany a self-portrait or piece of artwork to be passed to their next class teacher).</i>	Self-confidence and self-awareness - j- can describe self in positive terms and talk about abilities. <i>(Able to say something positive about themselves to accompany a self- portrait or piece of artwork to be passed to their next class teacher).</i>
C & L-ongoing	Listening & attention: d- Single channeled attention can shift to a different task if attention is fully obtained. . g- joins in with repeated refrains & anticipates key events & phrases in rhymes & stories. J- maintains attention, concentrate and sit quietly during appropriate activity. Understanding: a- identifies action words by pointing to the right picture. <i>E.g. who's jumping?</i> g- responds to simple instructions. <i>To get or put away an object.</i> i- responds						

	to instructions involving a two-part sequence. Understands humour. E.g. nonsense rhyme, jokes. Listening & speaking: e- uses a variety of questions. E.g. what, where, when, who. j- uses talk to connect ideas, explain what is happening & anticipate what might happen next, recall & relive past experiences.						
C & L	Listening & attention: d- Single channeled attention can shift to a different task if attention is fully obtained. Listening to the story and answering relevant questions about what is happening.	Listening & speaking: e- uses a variety of questions. Use: what, where, when, who to ask children comprehension questions with regard to the story.	Speaking: j- uses talk to connect ideas, explain what is happening & anticipate what might happen next, recall & relive past experiences. Recall events in their play and home events Anticipate & predict story content & events.	Listening & attention: g- joins in with repeated refrains & anticipates key events & phrases in rhymes & stories. We're going on a bear hunt.	Understanding: a- identifies action words by pointing to the right picture. e.g. Which animal etc from story	Understanding: g- responds to simple instructions. To tidy up effectively in the unit.	Understanding: J- maintains attention, concentrate and sit quietly during appropriate activity. Preparing for end of year ceremony. Listening and taking turns where appropriate to other groups of children.
PD - ongoing	Moving and handling – k- moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Cc- shows a preference for a dominant hand Health and self-care m – eats a healthy range of foodstuffs and understands the need for a variety of foods						
PD	Moving and handling -u - can copy some letters -ee- begins to form recognizable letters (cursive letter formation practise, particularly linked to the letters in the children's names. Creating dandelion clocks using anti-clockwise movement).	Health and self-care p - shows understanding of the need for safety when tackling new challenges and considers and manages some risks (outdoor play and safety of children during Reception)	Moving and handling -dd- begins to use anticlockwise movement and retrace vertical lines (mark making sheets, drawing maps for the journey of the Bear Hunt.)	Moving and handling -dd- begins to use anticlockwise movement and retrace vertical lines (mark making sheets. Can we create a friend for the bear to play with?)	Health and self-care p - shows understanding of the need for safety when tackling new challenges and considers and manages some risks (outdoor play and Nursery trip)	Moving and handling - ff- uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed (All writing activities linked including writing about ourselves for our new classes)	Moving and handling - ff- uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed (All writing activities linked including writing about ourselves for our new classes)
Literacy	Reading: b -repeats words or phrases from familiar stories. Able to fill in the repeated phrases in topic storybook. Writing: a- distinguishes between the different marks they make. News writing.	Reading: l - Describe main story settings, events & principal characters. During story time Writing: c- ascribes meaning to marks they see in different places. To write a book review about the story. What was	Reading: o - Looks at books independently. Read topic and classroom books. Writing: h- can segment the sounds in simple words and blend them. Make a story trail of the bear hunt on large paper.	Reading: j - suggest how the story might end. Predict a different story ending to story. Writing: j- uses some clearly identifiable letters to communicate. Forms letters correctly when writing for a	Reading: u - hears and says the initial sounds in words. In phonics and independent writing and in role-play activities. Writing: k -writes own name and other things such as labels and captions. Begin to write simple labels & captions in	Reading: z -enjoys an increasing range of books. Read topic and classroom books. Writing: e-Begins to break the flow of speech into words. Count the number of words in a sentence prior to recording, during independent writing.	Reading: z -enjoys an increasing range of books. Read topic and classroom books. Writing: e-Begins to break the flow of speech into words. Count the number of words in a sentence prior to recording, during independent

		the story about? What did you like about the story? Which was the best part? (Writing assessment)	Annotate with labels and captions.	purpose when writing. Can you write a different ending to the bear hunt story?	structured & small. Begin to write simple labels & captions in structured & small world areas. corresponding sound with letter. To sequence the story of the leopards drum.		writing. Use adjectives to describe the fruits.
Mathematic s- ongoing activities	M g - uses some number names and number language spontaneously counting number of children present; Mj - knows that numbers identify how many objects are in a set how many children are seated at the table?; M r- shows an interest in representing numbers labeling cars in the small world car park; SSM J shows interest in shapes in the environment looking for shapes in and around the EY environment SSM u orders and sequences familiar events ordering daily events and preparing children for their new timetables. N ii - Begins to identify own mathematical problems based on own interests and fascinations - enabling questioning and investigation through providing suitable objects in cont. provision eg. buckets and sea creatures and other objects.						
Mathematic s- discrete activities	N f- knows that a group of things changes in quantity when something is added or taken away. Simple problems based on seeds, flowers, pots. N l- Sometimes matches numeral and quantity correctly. Can ch match correct number of flowers to the correct pot (with numeral), seeds and seed packets, dandelion heads and stalks. SSM t - beginning to use everyday language related to money. Introduction - why do we need money? How do we pay for things? Link to Garden Centre. Pay for seed packets. How many coins?	N I - Recites numbers in order to 10 Counting flowers, seed packets. SSM t - beginning to use everyday language related to money. Recognising 1pence coins; using coins in role play - Garden centre, buy flowers, plants, seeds. N o - Show interest in number problems How many ways can we sort the coloured/different seeds? How many flowers can we buy with 7 pence?	N l- Sometimes matches numeral and quantity correctly. Can children match the correct number of minibcasts to the set? SSM j - Shows interest in shapes in the environment. Shape hunt as in Bear Hunt. SSM t - beginning to use everyday language related to money. ???.	N o - Show interest in number problems How many ways can we sort the animals/minibcasts SSM u - Orders and sequences familiar events Eg. sequencing 'The Very Hungry Caterpillar' orders food. N p - Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same. Eg. pieces of cake shared between a number of children. The number of pieces remain the same but is it fair?	N dd- finds the total number of items in 2 groups by counting all of them. Handa's Surprise. How many fruits in the basket? N bb - Estimates how many objects they can see and checks by counting them. Counting without touching - floating items in water tray (fruits and food), then lining them up to check.	N f- knows that a group of things changes in quantity when something is added or taken away. Simple problems based on the leopards drum theme. N p - Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same. Separates out different animals	SSM u - Orders and sequences familiar events. Transition. LF prepare for their longer day. UF - how will their day change? What will remain the same? SSM j - Shows interest in shapes in the environment Shape pictures and structures using materials found outside.
UW- ongoing activities	P&C b - in pretend play, imitates everyday actions and events from own family and cultural background involvement in role play; P&C f - remembers and talks about significant events in their own experience involvement with small world play related to their own travel experiences; TW c - comments and ask a questions about aspects of their familiar world such as the place where the live or the natural world walk into their local environment to observe traffic and strategies used to control this.						

UW- discrete activities	TW a - enjoys playing with small world models such as a farm, a garage, or a train track. Use of Christopher Nibble story tray to re tell parts of the story. P&C - f enjoys joining in with family customs and routines. Have you had a holiday or special day out recently?	TW b- notices detailed features of objects in their environment What did the YSP sculptures look like? What materials, shapes, textures did you see/feel?? P&C g- recognises and describes special times or events for family or friends School trip journey and special visit to YSP.	T f- knows that information can be retrieved from computers Use netbooks to research minibeasts and different environments, collate information. P&C - f enjoys joining in with family customs and routines YSP visit follow up?	TW b- notices detailed features of objects in their environment How many different sorts of minibeasts can we find in our small garden? TW h- looks closely at similarities, differences, patterns and change. Make regular observations of the butterfly chrysalises.	TW a - enjoys playing with small world models such as a farm, a garage, or a train track. Handas Surprise story tray. Fruits and Vegetables. T h - uses ICT hardware to interact with age-appropriate computer software. (See ICT)	T f- knows that information can be retrieved from computers Use images of to inform their own art work (ICT) P&C g- recognises and describes special times or events for family or friends. Have you ever been on holiday!	TW a - enjoys playing with small world models such as a farm, a garage, or a train track Investigate sea animals in water tray, begin to sort eg. fish, crustaceans T h - uses ICT hardware to interact with age-appropriate computer software Complete ICT theme, creating own sea animal.
ICT/UW/L	Introduce "World around us" theme. Christopher Nibble. Staying safe - road safety, preparation for school trip next week. Behaviour, expectations.	Taking photos on our trip. YSP visit. Ipad to photograph sculptures.	Switched on ICT 'We are Creative' Activity 22 Investigate patterns and colours using a range of tools. Print.	Use patterned paper designed last week to create a picture of a minbeast children have observed recently.	Handa's Surprise. 'We are Creative' Unit 22 Use children's website to investigate	Fruit/ animal pictures from Handa's Surprise. (2Simple)	Continue 2 simple pictures.
Expressive Arts & Design	Exploring and using media and material: u- experiments to create different textures. Using clay to create own Christopher Nibble Character. (Take photos) (Think about art work for Year1)	Exploring and using media and material: x - constructs with a purpose in mind, using a variety of resources. Building sculptures using mixed media.	Being Imaginative: r - plays co-operatively as part of a group to develop and act out a narrative. Take on the roles of the characters in Bear hunt story, mini drama. Use the locations in the story to recreate landscapes in the style of an artist	Exploring and using media and material: z - Selects appropriate resources and adapts work where necessary. Being Imaginative: j - builds stories around toys. Create 3D bear hunt adventure.	Exploring and using media and material: u- experiments to create different textures. Observational drawings.	Exploring and using media and material: u- experiments to create different textures. Observational drawings	Being Imaginative: r - plays co-operatively as part of a group to develop and act out a narrative. Use small world to act out Handa's surprise.

RE	<p>F4. What can we see in our wonderful world? Who is special to us? Read the story of The Legend of Bluebonnet/Guess How much I love you. How do the characters show that they love each other? Draw a picture of someone you love and say why. Draw a picture of Little Nut Brown Hare (pastels).</p>	<p>F4. What can we see in our wonderful world? Remind the children of the story we shared last week. Read 'I love you, Blue Kangaroo.' How does the kangaroo feel when the little girl gets new toys? Complete last week's activity.</p>	<p>F4. What can we see in our wonderful world? Introduce the idea that Christians believe Jesus is a special, loving friend. Share the story of the feeding of the 5000 - how did Jesus help? Did he know all the people? Why did he help them? Draw picture to represent story. E.g 5 loaves and 2 fishes.</p>	<p>F4. What can we see in our wonderful world? Remind the children of the story of Feeding 5000 this showed Jesus loved the people. Share the story of the calming of the storm. Jesus loved his disciples and didn't want them to be afraid. Christians believe that Jesus is with them now and helps them to not feel afraid. Complete last week's activity.</p>	<p>F4. What can we see in our wonderful world? Look at pictures of pollution and litter. What is happening to our wonderful world? What can we do about it? Encourage children to think of small things that they can do eg not dropping litter. Each child to colour a picture of a rainbow and then add a promise to show how they are going to care for the world.</p>	<p>F4. What can we see in our wonderful world? Look at recycling bins - what does recycling mean? What things can we recycle? What difference does it make if we do? Complete the rainbow activity from last week.</p>	<p>F4. What can we see in our wonderful world? Read the story 'Wonderful Earth' and discuss the amazing variety in our world.</p>