



Enquiry Question - What can we learn from a book?

Key Concepts to Explore:
Change, Power, Care, Identity

	<p><u>English</u></p>	<p>Phonics Phase 3 and Phase 4 ear air ure er Adjacent consonants (CVCC, CCVC, CCVCC, CCCVC, CCCVCC) Irregular words - all, was, give, live, said, have, like, so, do</p>	<p>Literacy Activities story maps, making books, narratives, sentence writing, postcards, riddles, alternative versions of traditional tales Key texts – Emma Janes aeroplane, Whatever Next, Someone Swallowed Stanley, Traditional tales The gingerbread man, Goldilocks’ and the 3 bears, The three little pigs, The three Billy Goats Gruff 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. • Re-read what they have written to check that it makes sense. Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences that can be read by others.</p>
	<p><u>Maths</u></p>	<p>The aims in the curriculum are that all children will:</p> <ul style="list-style-type: none"> • 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. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
	<p><u>Religious Education (RE)</u></p>	<p>What happens in the Mosque? (Islam Social Science) What is right? What is Wrong? What is good? (Philosophy)</p>	
	<p><u>Understanding of the World</u></p>	<p>Through our enquiry questions the children will:</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <ul style="list-style-type: none"> • Understand that some places are special to members of their community. 	

		<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Describe what they see, hear and feel whilst outside • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Computing – Computer Science</p> <ul style="list-style-type: none"> • What is a robot? What is an instruction? • Can you give directions? – Algorithms • Let’s program the Indi Cars!
	<p><u>Expressive arts and design</u></p>	<p>During the Summer term the children will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	<p><u>Physical Development</u></p>	<p>Our PE unit this term will be athletics. We will have daily fine motor activities in class and the children will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	<p><u>Personal, Social and Emotional development</u></p>	<p>The children will:</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Show sensitivity to their own and to others’ needs. <p>SCARF PSHE Keeping Myself Safe What's safe to go onto my body</p>

		<p>Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>In RSE the children will learn to Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
	<p><u>Communication and Language</u></p>	<p>This term the children will:</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Make comments about what they have heard and ask questions to clarify their understanding. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p><u>Visits/visitors:</u> Transport – Ipswich Transport Museum Manningtree Beach Trip Owl and Raptor centre visiting school</p> <p><u>Event for Parents:</u> Stay and Play EYFS Graduation</p>		