

## Understanding the world

### The Seaside: How did people 'holiday' in the past?

- To identify features of the seaside using the five senses (see, hear, smell, taste, touch)
- To compare seaside clothing from the past with what people wear today
- To compare seaside entertainment from the past with modern day activities
- To compare what could be found at the seaside in the past and present (e.g. bathing machines, horses and carts)
- To begin to understand how seaside holidays have changed over time

## Expressive arts and design

- To create a seaside collage using a range of materials
- To use clay to create a seaside-themed picture, exploring shaping and texture
- To design and make a sock puppet using different materials
- To use puppets to perform a simple seaside-themed puppet show

## PE - Dance

- Know how to confidently follow instructions like to movement.
- To know how to move using simple rhythms and actions
- To know how to copy and repeat an action.
- Understand how to develop actions that express friendships.
- To understand a start, middle and end and transfer this idea into a routine
- To know a range of feelings and use these to dance with feeling.

Children will also be practising May Pole.

## PSHE - Jigsaw – Relationships

- I can identify some of the jobs I do in my family and how I feel like I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I know how to be a good friend

## Maths

### Explore 3-D shapes

- Recognise and name 3-D shapes
- Find 2-D shapes within 3-D shapes
- Copy and continue patterns

### To 20 and beyond

- Build numbers beyond 10
- Verbal counting beyond 20
- Verbal counting patterns

### How many now?

- Add more
- How many did I add?
- Takeaway
- How many did I takeaway?

### Manipulate, compose and decompose

- Rotate and manipulate shapes
- Compose and decompose shapes
- Copy 2-D shape pictures
- Find 2-D shapes within 3-D shapes

## English

### Reading Progression

- Read books fluently that contain digraphs, trigraphs, and tricky words
- Demonstrate comprehension through oral retelling, sequencing, and simple inference
- Begin to choose favourite books and talk about preferences

### Phonics (Little Wandle)

- Phase 4 begins (short vowel CVCC, CCVC, CCVCC and CCCVCC)
- Revisit and consolidate Phase 3 sounds
- Read longer words, compound words and decodable sentences fluently
- Read words ending in -ing, -ed /t/, -ed /id/ /ed/ and -est
- Learn more tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today)

### Writing Progression (The Write Stuff)

- Write short sentences using known GPCs, tricky words, and sentence starters
- Use *The Write Stuff* story structure ideas (e.g. beginning–middle–end) to support sequencing
- Begin using capital letters and full stops more independently
- Choose vocabulary and sentence ideas linked to class stories and *Fantastics* discussion
- Re-read sentences with an adult and attempt basic corrections

# Chestnut Class Reception – Summer 1

## Enrichment opportunities

- Puppet show performance and May Pole performance

## Mastering number week 19-23

- Composition of numbers within 10
- Part-part whole
- Cardinality, ordinality and counting
- Subitising

## Computing – Creating Media: Digital Writing

- To use a computer to create and write text using a word processor
- To recognise and use keys on a keyboard to enter text, including letters, numbers and the space bar
- To use the keyboard to edit text, including using Backspace to delete
- To use capital letters and understand how to type them using the keyboard
- To explore and use basic formatting tools (bold, italic, underline) to change the appearance of text
- To select and edit text using a mouse (click, double-click and click-and-drag)
- To change the font and make simple choices about how text looks
- To explain and justify choices made when changing text
- To use tools such as 'Undo' to correct mistakes
- To compare typing on a computer with writing on paper, explaining similarities, differences and preferences

## Music – Your Imagination by Joanna Mangona and Pete Readman

Listen and Appraise the song Your Imagination by Joanna Mangona and Pete Readman and other songs in the style of:

- Supercalifragilisticxialidocious from Mary Poppins
- Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack
- Daydream Believer by The Monkees
- Rainbow Connection from The Muppet Movie
- A Whole New World from Aladdin

## RE – Judaism

Key Question: Is Shabbat important to Jewish children?

- We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.

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- Understand how to develop actions that express friendships.
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- To know a range of feelings and use these to dance with feeling.

Children will also be practising May Pole.

# Chestnut Class KS1 – Summer 1

## Geography - Why do we love being beside the sea so much?

- To identify and describe the main physical and human features of seaside environments
- To explain why it is important to protect living things at the seaside
- To describe popular activities at the seaside
- To understand how living things depend on each other in seaside environments
- To identify, describe and categorise living things within a rock pool habitat
- To identify and categorise seashells and begin to explain their distribution on a beach
- To identify and describe pollution on a beach and explain why it occurs
- To explain how people can take care of the seaside environment
- To describe and explain how seaside holidays have changed in living memory
- To identify and describe European holiday destinations and give reasons why people travel to them
- To compare modern seaside experiences with those of older generations or the Victorians

## PSHE – Relationships

- I can identify the members of my family and understand that there are lots of different types of families
- I can identify what being a good friend means to me
- I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- I know who can help me in my school community
- I can recognise my qualities as a person and a friend
- I can tell you why I appreciate someone who is special to me

## Art – Henri Matisse

- To know key facts about the life of Henri Matisse, including when and where he lived, and why he is an important artist
- To understand that Henri Matisse was a famous French artist known for his use of bold colours and shapes
- To identify key features of his style, such as bright colours, simple shapes, patterns and collage techniques
- To explore and experiment with the techniques he used, including cutting, arranging and layering paper to create images
- To develop my own artwork inspired by Henri Matisse, using similar colours, shapes and collage methods
- To evaluate my own work and the work of others, saying what I like and what could be improved using simple artistic vocabulary

# Chestnut Class KS1 – Summer 1 cont.

## English –

- I can say my sentence out loud before writing it
- I can write a sentence that makes sense
- I can start my sentence with a capital letter and use finger spaces
- I can use a full stop at the end of my sentence
- I can include a subject (who or what) and a verb (what they are doing)
- I can read my sentence back to check it makes sense
- I can add more detail to my sentences (e.g. adjectives)
- I can use capital letters, full stops, question marks and exclamation marks correctly
- I can use conjunctions (and, but, because, so) to join ideas
- I can begin to edit and improve my writing for meaning and accuracy

At the end of the unit we will be working on writing our own story based on *The Friendship Bench* by Wendy Medour

## Mathematics Year 1 and 2

### Statistics

- Tally charts
- Tables
- Block diagrams
- Draw and interpret Pictograms

### Money

- Recognise coins and notes
- Count money – pence
- Count money – pounds
- Choose notes and coins
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change

### Fractions

- Parts and whole
- Equal and unequal parts
- Recognise and find a half
- Recognise and find a quarter
- Find a third
- Find the whole
- Unit fractions
- Non-unit fractions
- Recognise the equivalence of a half and two-quarters
- Recognise and find three-quarters

## Mastering number Week 19-23

- Composition
- Counting, ordinality and cardinality

The aim of Mastering Number is to develop children's deep understanding and fluency in number sense, enabling them to confidently recognise, represent, and manipulate numbers through subitising, counting, and comparing quantities.

## Reading

### Little Wandle Progression

Children read decodable books matched to their secure phonics knowledge.

Three reading practice sessions each week focus on:

- Decoding (sounding out and blending to read words)
- Prosody (reading with expression and understanding meaning)
- Comprehension (answering questions and discussing the text)

Books are then sent home to build fluency and confidence through re-reading. Children also enjoy sharing books to develop language, story-telling, and a love of reading.

## Science – Animals including humans

- To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals
- To group and classify animals based on their characteristics, identifying similarities and differences between animal groups
- To identify and name animals that are carnivores, herbivores and omnivores, understanding the differences in their diets
- To describe and compare the structure of a variety of common animals, including fish, amphibians, reptiles, birds and mammals (including pets)
- To compare different animal groups, recognising how their features help them survive in their environments