

## Overview for Summer 1.

Wk commencing	28.4.25 Sponsored Walk Tempest	5.5.25 Tempest	12.5.25 Hansel and Gretel	19.5.25 Elves and the Shoemaker
PRIME Communication and Language	Share what we did in the Easter holidays and discuss.  Sing songs.  Join in with repeated refrains in stories.  Practise and encourage using full sentences to express ideas.  Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.  <b>Drawing Club- The Tempest</b>	Share what we did in the Easter holidays and discuss.  Sing songs.  Join in with repeated refrains in stories.  Practise and encourage using full sentences to express ideas.  Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.  <b>Drawing Club- The Tempest</b>	Share what we did in the Easter holidays and discuss.  Sing songs.  Join in with repeated refrains in stories.  Practise and encourage using full sentences to express ideas.  Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.  <b>Drawing Club- Hansel and Gretel</b>	Share what we did in the Easter holidays and discuss.  Sing songs.  Join in with repeated refrains in stories.  Practise and encourage using full sentences to express ideas.  Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.  <b>Drawing Club- The Elves and the Shoemaker</b>
	<b>LAU</b> <b>S</b>	<b>LAU</b> <b>S</b>	<b>LAU</b> <b>S</b>	<b>LAU</b> <b>S</b>
Star vocab	and, but, because, so, then, next, after, before, when, while, if, although, since, until	Tubby, friendly, kind, lazy, bear, character, thoughtful, flip chart, labels. Seat belts, safety, impact.	Information, non-fiction, fact, insect, nature, natural instruction, contents. Debate, justify, viewpoint. opinion.	Kind, share, control, selfish, caring, bossy, giving,
PRIME Personal, Social and Emotional Development	Consider the POV of the characters in the storm. Children to listen to stormy music and discuss how it makes them feel.	Children to use the parachute with a boat in the middle to recreate the storm. Moving around the circle, children take turns to say one word that describes how they would feel if they were on the boat in the storm.	Carpet time: How do you think Hansel and Gretel felt when they were left alone? What helped them feel a bit better? (Staying together, thinking of a plan.)  Who helps you feel safe?	Carpet time: "Imagine if the shoemaker had found the shoes but told people he made them all by himself. How would that feel for the elves?" <i>"Why is it important to tell the truth?"</i> <i>"How would the elves have felt if the shoemaker lied?"</i> <i>"How do we feel when someone doesn't tell us the truth?"</i>
	<b>SR</b> <b>MS</b> <b>BR</b>	<b>SR</b> <b>MS</b> <b>BR</b>	<b>SR</b> <b>MS</b> <b>BR</b>	<b>SR</b> <b>MS</b> <b>BR</b>
Star Vocab	Rules, Safety, care, trust, boundary.	Kind, unkind, fair, opinion.	Eco systems, nature, balance.	Care, loved, considerate.

PRIME Physical Development	Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.	Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.	Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.	Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.
	Pencil control activities and daily handwriting/spelling sessions.	Pencil control activities and daily handwriting/spelling sessions.	Pencil control activities and daily handwriting/spelling sessions.	Pencil control activities and daily handwriting/spelling sessions.
	Balancing and climbing equipment in outdoor area.	Balancing and climbing equipment in outdoor area.	Balancing and climbing equipment in outdoor area.	Balancing and climbing equipment in outdoor area.
	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.
	Monday P.E session see Mr Shenton's planning.	Monday P.E session see Mr Shenton's planning.	Monday P.E session see Mr Shenton's planning.	Monday P.E session see Mr Shenton's planning.
	Balance bike sessions with Mr Shenton.	Balance bike sessions with Mr Shenton.	Balance bike sessions with Mr Shenton.	Balance bike sessions with Mr Shenton.
	<b>GMS</b>	<b>FMS</b>	<b>GMS</b>	<b>FMS</b>
Star Vocab	Apparatus, co-ordination, balance.	Target, aim, shape, mould.	Cut, shape, form, ascender, descender.	Effort, travel, speed, safety.
SPECIFIC Literacy	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics.
	Dictated sentences 3 times a week.	Dictated sentences 3 times a week.	Dictated sentences 3 times a week.	Dictated sentences 3 times a week.
	Caption writing activities with an adult.	Caption writing activities with an adult 2 times a week.	Caption writing activities with an adult 2 times a week.	Caption writing activities with an adult 2 times a week.
	Simple sentence writing for those who can.	Simple sentence writing for those who can.	Simple sentence writing for those who can.	Simple sentence writing for those who can.
	Practice read sessions 3 times a week.	Practice read sessions 3 times a week.	Practice read sessions 3 times a week.	Practice read sessions 3 times a week.
	<b>C</b>	<b>WR</b>	<b>W</b>	<b>C</b>
	<b>WR</b>	<b>W</b>	<b>C</b>	<b>WR</b>
	<b>W</b>	<b>C</b>	<b>WR</b>	<b>W</b>
Star Vocab	Character, setting, beginning, middle, end, Title, author, illustrator, front cover, back cover, spine, illustrations, blurb.	Characteristic, setting, predicting, first, then, after, next, finally, maybe, perhaps.	Character, setting, beginning, middle, end, Title, author, illustrator, front cover, back cover, spine, illustrations, blurb, contents, index Fiction, non-fiction	Character, setting, beginning, middle, end, Title, author, illustrator, front cover, back cover, spine, illustrations, blurb, contents, index Fiction, non-fiction

			Letter, phoneme, grapheme, word, sentence Syllable, sound, rhyme, spell. Read, segment. capital letter, letter name sound. Shuffle.	Letter, phoneme, grapheme, word, sentence Syllable, sound, rhyme, spell. Read, segment. capital letter, full stop, letter name sound. Shuffle, sweep.
SPECIFIC Mathematics	Mastering Number Week 22 <b>Maths Meeting:</b> Counting to 100 Counting on from a given number between 1-20 Counting backwards from 20 Months of the year  White Rose- Shapes with 4 sides	Mastering Number Week 23 <b>Maths Meeting:</b> Counting to 100 Counting on from a given number between 1-20 Counting backwards from 20 Months of the year  White Rose- Shapes with 4 sides	Mastering Number Week 24 <b>Maths Meeting:</b> Counting to 100 Counting on from a given number between 1-20 Counting backwards from 20 Months of the year  White Rose- Explore 3d Shapes	Mastering Number Week 25 <b>Maths Meeting:</b> Counting to 100 Counting on from a given number between 1-20 Counting backwards from 20 Months of the year  White Rose- Explore 3d Shapes
	<b>N</b> <b>NP</b>	<b>N</b> <b>NP</b>	<b>N</b> <b>NP</b>	<b>N</b> <b>NP</b>
Star Vocab	Subitise, numbers to 20, number bonds, doubling, part part whole. Whole, half	Number facts, addition, pairs.	Subtraction, take away, fewer.	Odd and even, share, equal, pattern.
SPECIFIC Expressive Arts and Design	Self-initiated art using the materials available within the provision.  Outdoor music provision.  Music with Mr Will	Self-initiated art using the materials available within the provision.  Outdoor music provision.  Music with Mr Will	Self-initiated art using the materials available within the provision.  Outdoor music provision.  Music with Mr Will	Self-initiated art using the materials available within the provision.  Outdoor music provision.  Music with Mr Will
	<b>CM</b> <b>BIE</b>	<b>CM</b> <b>BIE</b>	<b>CM</b> <b>BIE</b>	<b>CM</b> <b>BIE</b> <b>CM</b>
Star Vocab	Paint, improve, 3d picture. Rhythm, beat.	In time, perform, dance. Pen, paper, steps, instruction.	Beat, tempo. Build, create, design, materials.	Pretend, retell, perform.
SPECIFIC Understanding the world	All about the seasons- think about how the outdoors has changed since we started in school in September. Go on a nature walk to see if we can work out what season we are in now.	Draw a map of the island in the Tempest.	Adult led: Label the people who help us. Can you describe how they help us? Who could Hansel and Gretel ask for help?	Carpet time: Show pictures of old-fashioned shoemakers and modern shoe factories. Have simple sewing cards (cardboard shapes with holes and string) to let children try "stitching" like the shoemaker. Compare to fast ways we can stick things together today (staplers, glue)
	<b>PP</b> <b>PCC</b> <b>NW</b>	<b>PP</b> <b>PCC</b> <b>NW</b>	<b>PP</b> <b>PCC</b> <b>NW</b>	<b>PP</b> <b>PCC</b> <b>NW</b>
Star Vocab	Environment, place quiet, search, task, clue.	Float, old fashioned, past,	Compare, old, new.	Point, place, landmark, distance.

Phonics	Little Wandle -Summer 1 Week 1	Little Wandle -Summer 1 Week 2	Little Wandle -Summer 1 Week 3  Friday- Reassess children.	Little Wandle -Summer 1 Week 4  Friday- Summer 1 phonics assessment.
	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5

