

Overview for Tiny Tigers.

Summer 2 2024/25.

The topic for this term is: Traditional Tales							
Big Question: What stories are special and why?							
Ways you can support at home:							
<ul style="list-style-type: none"> • Support your child by reading at home at least 4 times a week • Share bedtime stories • Provide your child with lots of opportunities to practice independent writing using their phonetic knowledge. • Practice weekly spellings which will be sent home every Friday. 							
Wk commencing	2.6.25	9.6.25	16.6.25	23.6.25	30.6.25	7.7.25	14.7.25
Topic/Focus	The Gingerbread Man	The Gingerbread Man	Little Red Riding Hood Class Assembly	Little Red Riding Hood	Jack and the Beanstalk	Jack and the Beanstalk	Experiential Week What do you want to be when you grow up?
PRIME Communication and Language	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share what we did during the half term break and discuss.</p> <p>Share The Gingerbread Man story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>While reading the story, use 'I</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share The Gingerbread Man Story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>Encourage children to use their available resources to support them in retelling the story.</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share the Little Red Riding Hood story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>Play a listening game. A child with a blindfold sits in the middle of a circle. Hold up a picture of either Grandma or</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share the Little Red Riding Hood story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>Hot seating where an adult or child pretends to be one of the characters and invites other children to ask questions</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share the Jack and the Beanstalk story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>While reading the story, encourage the children to use talk to solve problems that Jack may find himself in. For example, 'What should Jack do? How</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p> <p>Share the Jack and the Beanstalk story. Encourage children to listen carefully and join in when they become familiar with the repeated refrains.</p> <p>Look at non-fiction texts and information about growing a beanstalk, explain new vocabulary, such as root, shoot and seedling.</p>	<p>Practise and encourage using full sentences to express ideas.</p> <p>Encourage children to expand on their sentences with connectives; adults to provide lots of modelling.</p> <p>Drawing Club</p>

	wonder...’ to generate discussion and thinking. For example, ‘I wonder how the Gingerbread Man is feeling?’ Encourage children to make predictions about what might happen next.		the wolf and point to another child who says ‘It’s only me Grandma/the wolf,’ in an appropriate voice. The blindfolded child guesses who spoke.	which they answer in character.	can he escape the giant?’, ‘What should Jack do when he reaches the bottom of the beanstalk?’		
	LAU S	LAU S	LAU S	LAU S	LAU S	LAU S	LAU S
Star vocab	and, but, because, so, then, next, after, before, when, while, if, although, since, until	information, non-fiction, fact, insect, nature, natural, instruction, contents	character, thoughtful, labels, safety, drama	book, story, author, illustrator, character, adventure, fairy tale, imagination, read, page, cover, title, library, fiction	Who, when, why, where, what, how, because, so, then, next, after that and	Information, non-fiction, fact, after that, wait, take turns, concentrate, explain, tell me, ask, answer, imagine, pretend	and, but, because, so, then, next, after, before, when, while, if, although, since, until
PRIME Personal, Social and Emotional Development	Invite children to talk about the feelings of the Gingerbread Man at different points of the story. Choose a particular feeling and discuss ideas of when the children have experienced that feeling. Discuss the way in which the characters tried to catch the Gingerbread Man. Talk about how that might have made the Gingerbread Man feel. What could they have done differently? Discuss water safety with the children.	As a hot-seating activity, pretend to be the Gingerbread Man. Invite children to ask you questions about your experience. As children become more familiar with this activity, they could take on the persona of their favourite character and the class could ask questions. Talk about how the fox could keep his teeth strong and healthy. Create a list of ideas with children about how we can look after our teeth.	Discuss things that Little Red Riding Hood could take to Grandma to make her feel better. Encourage the children to explain how these items would help her.	Use the story as a starting point for talking about strangers. Emphasise that Little Red Riding Hood didn’t know the wolf and it wasn’t a good idea to talk to him.	Circle time game – pass a magic bean around the circle. When a child is holding the magic bean, it is their turn to speak. Can they say what they would like to find at the top of a beanstalk? Encourage the	Encourage discussions about friendships by asking the children if Jack and the giant could become friends. What things could they both do to become friends?	Experiential week across whole school.

	Talk about how to stay safe around water, such as wearing armbands and staying with an adult.																				
	SR	MS	BR	SR	MS	BR	SR	MS	BR	SR	MS	BR	SR	MS	BR	SR	MS	BR	SR	MS	BR

Star Vocab	Rules, Safety, care, trust, boundary.	Kind, unkind, fair, opinion.	Friend, like. Sharing, caring, listening, understanding, fun	Care, loved, considerate.	Rules, important. Listen, take turns, winner.	discussion, reflection, environment, uniqueness, appreciation, diversity,	Together, cooperate, get along, proud.
PRIME Physical Development	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p> <p>Progress towards a more fluent style of moving, with developing control</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p> <p>Progress towards a more fluent style of moving, with developing control and</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.</p> <p>Monday P.E session see Mr Shenton's planning.</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.</p> <p>Monday P.E session see Mr Shenton's planning.</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.</p> <p>Monday P.E session see Mr Shenton's planning.</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p>	<p>Develop gross motor skills using the outdoors for large scale construction and paint/chalk.</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Fine motor skills activities to facilitate competent use of paintbrushes, scissors, knives, forks and spoons.</p> <p>Pencil control activities and daily handwriting/spelling sessions.</p> <p>Balancing and climbing equipment in outdoor area.</p>

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	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS	GMS FMS
Star Vocab	move, run, jump, hop, skip, climb, balance, stretch, reach, bend, twist, roll, crawl, throw, catch, kick, push, pull, spin, fast, slow, strong, steady, exercise, active	thread, roll, press, knead, fold, tie, button, zip, fasten, peg, poke, press, poke, stir, pour	dance, yoga, stretch, warm-up, cool-down, obstacle, race, jump, throw, team, together, game, play, fun, challenge	kick, throw, catch, bounce, pass, chase, step, march, tiptoe, squat, leap, fast, slow, quick, steady, wobbly, strong, weak, powerful, active, tired	healthy, food, drink, water, snack, wash, clean, brush, teeth, hair, soap, towel, rest, sleep, tired, energy, strong, safe, careful, posture, sit, stand	hold, grip, pinch, squeeze, press, twist, turn, pick, drop, trace, draw, write, cut, stick, thread,	build, stack, press, pull, stretch, fingers, hands				
SPECIFIC Literacy	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week. Handwriting practice minimum of 3 times per week.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week. Handwriting practice minimum of 3 times per week.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week. Handwriting practice minimum of 3 times per week.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week. Handwriting practice minimum of 3 times per week.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week. Handwriting practice minimum of 3 times per week. Targeted writing interventions for those identified as needing these.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week.	Activities within the provision which enable children to practice the letter formation of sounds looked at in phonics. Dictated sentences minimum of 3 times per week.				

	<p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Children to re-sequence the story of the Gingerbread man.</p> <p>Drawing Club</p>	<p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Introduce the format of instructions to the class. Talk about the features of the recipe. Follow the instructions and bake some gingerbread people. After the activity, see if the children can write their own baking instructions to take home for their families to use.</p> <p>Drawing Club</p>	<p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Drawing Club</p> <p>Children to write a postcard to Grandma asking her if she needs anything bringing to her.</p> <p>Children to re-sequence the story using the images provided.</p>	<p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Drawing Club</p> <p>Children to work 1:1 with an adult to rewrite the story of Little Red Riding Hood across the week.</p>	<p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Drawing Club</p> <p>Using a puppet or toy Jack character, talk about how Jack is feeling sorry for stealing from the giant. Ask the children if they can help Jack to write a letter to the giant to say sorry.</p>	<p>Handwriting practice minimum of 3 times per week.</p> <p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Drawing Club</p>	<p>Handwriting practice minimum of 3 times per week.</p> <p>Targeted writing interventions for those identified as needing these.</p> <p>Caption writing activities with an adult.</p> <p>Weekly spelling test introduced.</p> <p>Practice read sessions 3 times a week.</p> <p>Drawing Club</p>
	C WR W	C WR W	C WR W	C WR W	C WR W	C WR W	C WR W
Star Vocab	book, story, title, author, illustrator, front cover, back cover, page, words, letters, sentence	setting, plot, fiction, non-fiction, rhyme, rhythm, sound, listen, read, turn, point, picture	imagine, retell, favourite, library, share, read aloud, whisper, loud, quiet	opinion, remember, retell, story, sentence, news, favourite, chat, conversation	trace, copy, name, label, list, story, describe, instructions	Title, author, illustrator, front cover, back cover, spine, illustrations, blurb, contents, index	news, favourite, chat, conversation, name, label, list, story, describe, instructions
SPECIFIC Mathematic	NCETM Week 26. Focus: Subitising on a rekenrek.	NCETM week: Early Learning Goal: Have a deep understanding of number to 10, including the composition of each number. Focus: Understanding of numbers to 10.	NCETM week: Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other	NCETM week: Early Learning Goal: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	NCETM week: Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system. Focus: Counting beyond 20	NCETM week: Early Learning Goal: Automatically recall (without reference to rhymes, counting or other aids)	Review week using AfL from previous weeks learning to address any gaps in knowledge.

					Focus: Comparison		Focus: Patterns within numbers to 10				number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts). Focus: Automatic recall			
	N	NP	N	NP	N	NP	N	NP	N	NP	N	NP	N	NP
Star Vocab	long, short, tall, high, low, big, small, tiny, huge, measure, ruler, tape measure, longer, shorter, tallest		shortest, highest, lowest, same, different, compare, distance, stretch, reach, far, near, close, wide, narrow,		time, clock, watch, timer, hour, minute, second, morning, afternoon, evening, night, day, yesterday, today, tomorrow, before, after, now, next, later, soon, early, late, quick		more, less, same, equal, compare, order, measure, estimate, guess, nearly, almost, just over, just under, exact, how much, how many, bigger, smaller, longest, shortest, tallest, highest, quickest, slowest		full, nearly full, nearly empty, more, less, measure, container, cup, glass, jug, bottle, bucket, bowl, pot, tub, tank, hold, pour, fill, empty, spill, bigger, smaller, more, less, hold, enough, too much, just right, tiny, large, medium, how much, capacity, size, volume		shape, 3D, solid, cube, sphere, cone, cylinder, pyramid, rectangular prism, sphere, ball, box, block, cone, shape		long, short, tall, high, low, big, small, tiny, huge, measure, ruler, tape measure, longer, shorter, tallest	
SPECIFIC Expressive Arts and Design	Self-initiated art using the materials available within the provision. Outdoor music provision. Explore how to make brown by mixing colours to create different types of brown. Children can use the colours they make to paint gingerbread people paintings.		Self-initiated art using the materials available within the provision. Outdoor music provision. Children to bake and decorate their own gingerbread men.		Self-initiated art using the materials available within the provision. Outdoor music provision. Children to use scrap material to make/decorate their own capes.		Self-initiated art using the materials available within the provision. Outdoor music provision. Introduce children to weaving. Children to have opportunity to explore this for themselves.		Self-initiated art using the materials available within the provision. Outdoor music provision. Provide the children with blue and yellow paints. Encourage them to explore what happens when the colours are mixed. Can they explore how adding different amounts of yellow or blue they will create different shades of green?		Self-initiated art using the materials available within the provision. Outdoor music provision. Using percussion instruments encourage the children to keep a steady beat to represent Jack and the giant's footsteps. Can the children change the speed and volume of the beat as they switch between Jack and the giant?		Self-initiated art using the materials available within the provision. Outdoor music provision.	
	CM	BIE	CM	BIE	CM	BIE	CM	BIE	CM	BIE	CM	BIE	CM	BIE
Star Vocab	paint, brush, colour, draw, line, shape,		pretend, act, role, character, costume, mask,		music, song, melody, rhythm, beat, sound, loud, soft, quiet,		red, blue, yellow, green, purple, pink, orange, brown, black,		paint, brush, colour, draw, line, shape, pattern, mix, blend, dark, light, bright, dull,		pretend, act, role, character, costume,		music, song, melody, rhythm,	

	pattern, mix, blend, dark, light, bright, dull, splash, stroke, fill, paper, canvas, sketch, texture, shade, hue, contrast, abstract, portrait, landscape, create, design, trace,	voice, speak, shout, whisper, listen, story, plot, scene, pretend, make-believe, drama, perform, stage, set, dance, expression, gesture, emotion, funny, sad,	fast, slow, high, low, instrument, drum, guitar, tambourine, piano, flute, clap, tap, stomp, hum, whistle, sing, dance, tune, sing-along, harmony,	white, gold, silver, colour, dark, light, bright, dull, mix, blend, texture, smooth, rough, soft, hard, shiny, matte, materials, fabric, paper, clay, wood, stone, plastic, wool, cardboard	splash, stroke, fill, paper, canvas, sketch, texture, shade, hue, contrast, abstract, portrait, landscape, create, design, trace,	mask, voice, speak, shout, whisper, listen, story, plot, scene, pretend, make-believe, drama, perform, stage, set, dance, expression, gesture, emotion, funny, sad,	beat, sound, loud, soft, quiet, fast, slow, high, low, instrument, drum, guitar, tambourine, piano, flute, clap, tap, stomp, hum, whistle, sing, dance, tune, sing-along, harmony,
SPECIFIC Understanding the world	Surprise the children with a food delivery of ginger. Using a map of the world, explore the origins of ginger, where it was grown and the journey it has been on to get to the classroom.	In the story, there is a river. Explore other bodies of water, such as the sea, streams and puddles. Use a world map to explore land and water across the world.	Talk about real wolves and discuss their features and habitat. Children to draw a wolf and share their favourite fact that they have learnt (to be recorded in learning journey books/floor book).	Discuss past and present by talking about Grandma as a little girl. Compare the toys she had with those Little Red Riding Hood has. Children to draw their favourite toy (to be recorded in their learning journey books/floor book).	Learn about the life cycle of a bean and talk about the changes that happen throughout the cycle. Encourage the children to make observations and use new vocabulary to name parts of the plant.	Make a map together that shows all of the main places in the story. Can the children draw Jack's house, the market, where he planted the beanstalk and the giant's castle? Once drawn, use the map to describe Jack's journey.	Experiential week across whole school.
	PP PCC NW	PP PCC NW	PP PCC NW	PP PCC NW	PP PCC NW	PP PCC NW	PP PCC NW
Star Vocab	Ginger, taste, globe, world, grow, crop	River, water, ocean, sea, globe	Wolf, cub, family, habitat, fact file	Past, present, toy, old, new	Bean, shoot, stem, root, grow	Map, journey, adventure, castle, climb	
Phonics	Little Wandle Summer 2 Week 1	Little Wandle Summer 2 Week 2	Little Wandle Summer 2 Week 3	Little Wandle Summer 2 Week 4	Little Wandle Summer 2 Week 5	Review Week using AfL.	Review Week using AfL.
	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5	2 3 4 5