

Communication and language		Personal, social, emotional development	Physical development	Literacy	Maths	Understanding the world	Expressive arts and design
Week	Autumn term 1. All About Me					Text:	
1 1/9/25 *****	Settling into routines, making friends, getting to know each other- drawing self-portraits to compare with at the end of the year and copies to go on class tree (year goals). Bassline assessments fine motor activities- peg boards, bead threading, tweezers, match sticks, name recognition and writing. Year 1 phonics recap. Self-portraits. Classroom rules display. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.					*When a Dragon goes to school. *The Colour Monster.	Introduce the Monster's, their colours and their sounds.
2 8/9/25 *****	Starting school/ my new class/ new beginnings: establishing boundaries and rules. A lot of circle time around school routines and rules- children to contribute to ideas of how we should behave and treat each other in school- together we will make a class display about our class rules. <i>How do I make others feel? Being kind and staying safe in and around school-</i> Bassline assessments Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks. Year 1 phonics recap. Self-portraits. Classroom rules display. Take a picture of whole class for year chronology timeline (<i>changes within living memory</i>).					*The Colour Monster goes to School.	
3 15/9/25 *****	Who am I? what do I like, what would I like to be when I grow up? What would I like to be able to do by Year 1? How have I changed, what am I good at? Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. Senses- Senses trail around school grounds (<i>identify, name draw and label the basic parts of a human body and say which part of the body is associated with each sense</i>). Group diagram of human body, Y1 to label. Year 1&2 goals.					*Ten Fingers and Ten Toes. *Once there were Giants.	Starting Maths Mastery and Monster Phonics. S,a,t,p (a,at,as) 1: Subitising.

4 22/9/25 *****	<p>My Family: make family trees?</p> <p>History: Steam Mills then, Steam Mills now (<i>changes within living memory</i>). Compare similarities and differences of SMPS then and now.</p> <p>Make family trees with fingerprints and twigs.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Senses- Senses trail around school grounds (<i>identify, name draw and label the basic parts of a human body and say which part of the body is associated with each sense</i>). Group diagram of human body, Y1 to label.</p>	<p>*Owl Babies.</p> <p>*Under the Love Umbrella.</p>	<p>l,n (in,it,is,l,an) 2: Counting</p>
5 29/9/25 *****	<p>My Family and where do we live? nesting activities.</p> <p>History: Steam Mills then, Steam Mills now (<i>changes within living memory</i>). Compare similarities and differences of SMPS then and now.</p> <p>Geography: where do we live? Build on the concept of living in a place, which is in another place etc. nesting (<i>develop knowledge about their locality</i>). Draw Journey Line from home to school, what can they remember from their journey. Begin nesting activity. Matryoshka doll to support concept.</p> <p>Make family trees with fingerprints and twigs.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	<p>*A Street Through Time.</p> <p>*Owl Babies.</p>	<p>M,d,g (and,dad,am) 3: Composition</p>
6 6/10/25 *****	<p>My Family and where do we live? nesting activities.</p> <p>Geography: where do we live? Build on the concept of living in a place, which is in another place etc. nesting. Continue the concept of where we live (the big picture) (<i>develop knowledge of world, UK and locality</i>). Continue nesting activity.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	<p>*Coming to England.</p> <p>*The Big Book of the UK.</p>	<p>O,c,k,ck (to,into,go,no, the) 4: Subitising</p>
7 13/10/25 *****	<p>Where in the world are we?</p> <p>What is a country and what country do we live in? 4 countries of the UK (<i>develop knowledge of world, UK and locality</i>). Continue nesting activity and identify where the four countries of UK are in relation to each other- compass points.</p> <p>Year 1: computing- using the IPADS to explore Google Earth (<i>recognise common uses of information technology beyond school</i>).</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p>	<p>*Coming to England.</p> <p>*Katie in London.</p>	<p>E,u,r (can,got,on, get, not, cat, dog) 5: Comparison</p>

	fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.						
8 20/10/25 *****	Where in the world are we? What is a country and what country do we live in? 4 countries of the UK (<i>name, locate and identify characteristics of the four countries of the UK</i>). Finish nesting activity and identify where the four countries of UK are in relation to each other- compass points. Year 1: computing- using the IPADS to explore Google Earth (<i>use technology purposefully to create, organise, store, manipulate and retrieve digital content</i>). Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.					*Paddington in London. *Coming to England.	h,b (up, mum, put, has, had, him, his, oh, big) revisit previous skills .
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Week	Autumn term 2. Short Days and Long Nights					Text:	
1 3/11/25 *****	Short Days and Long Nights: Introduce weather pattern observations. Discuss seasonal and daily weather and compare to Trinidad (<i>identify seasonal and daily weather patterns in UK and the locations of hot and cold areas of the world in relation to the equator and N/S poles</i>). During registration, identify weather, start a diagram of the weather each morning and afternoon. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. Remembrance Day activities and discussions: what is it, what does it mean? Letters to a soldier? Bonfire night-Guy Fawkes					*The Very Noisy Night. *The Memory Tree. *Paper Dolls.	f,ff,l,ll,ss (he, she, me, we, be, of) 6: counting, ordinality and cardinality.
2 10/11/25 *****	Anti-bullying week: 10 th -14 th November Anti-bullying posters. Draw/choose picture for poster, write an anti-bullying message. Go up around school? *Support children to think about what their poster(s) should say (shared writing					*Walk Tall *Tyrannosaurus Drip	J,v,w,x (if, off, you, my, they, for, going)

	<p>ideas) then support children to identify and write at least initial and final sounds. Year 1, write full caption, more independent. Year 1 will also write about what anti-bullying week is.</p> <p>Weather pattern observations.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p>	*How to be a Lion	7: comparison Formative assessment 1
<p>3 17/11/25 *****</p>	<p>Healthy Eating: how do we look after ourselves.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Fruit Kebab design, writing for design, ingredients and instructions (Y1, Reception sequence through pictures and initial sounds).</p> <p>Healthy eating- what foods can keep us healthy? Design a balanced menu (<i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>). Circle time discusses, lead to group work drink design. What drink would be healthy for us to drink that we could make in school?</p> <p>Weather pattern observations.</p>	<p>*Funny Bones. *Eat Your People</p>	<p>Y,z,zz,qu (was, will, all, went, from, help) 8: composition</p>
<p>4 24/11/25 *****</p>	<p>Healthy Eating: how do we look after ourselves, especially our teeth.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Fruit Kebabs, writing for design, ingredients and instructions (Y1, Reception sequence through pictures and initial sounds).</p> <p>Experiment: looking after teeth. Use egg, and various liquids and protect it with toothpaste (<i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>). Scientific observations, making predictions.</p> <p>Weather pattern observations.</p>	<p>*The Selfish Crocodile. *Cave Baby</p>	<p>ch,sh,th,ng (too, her, with, are, yes) 9: composition</p>
<p>5 1/12/25 *****</p>	<p>Colour Chaos: colour mixing and art techniques. Piet Mondrian & (<i>KS1 objectives</i>)</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise.</p> <p>Fruit Kebabs, writing for design, ingredients and instructions (Y1, Reception sequence through pictures and initial sounds).</p> <p>Weather pattern observations.</p> <p>Christmas Nativity/concert.</p>	<p>*The Dot. *Cave Baby</p>	<p>Oo Cool Blue (then, them, this, that, said) 10: counting, ordinality and cardinality.</p>

6 8/12/25	Colour Chaos: colour mixing and art techniques. Mark Rothko (<i>KS1 objectives</i>) Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. Fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. Christmas card writing. Weather pattern observations. Christmas Nativity/concert.	*The Stick Man. *Cave Baby	ar, Tricky Witch
7 15/12/25	Christmas week: Christmas lists, Letters to Santa. Make/bake Gingerbread Men (<i>KS1 design, make and evaluate objectives</i>). Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks, letter/number formation practise. Christmas card writing. Weather pattern observations.	*The Jolly Christmas Postman.	Tricky Witch oo (look, down, now) Formative assessment 2

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Week	Spring term 1. Out of This World!					Text:	
1 5/1/26	<p>The Moon: what is it? Where is it? How do we get there? <i>What do we know about the moon? (KS1 working scientifically: using observations and ideas to suggest answers to questions).</i> Thinking circle map. Fact Files about the moon- Y1 more independent, YR at least initial and final sounds independently. Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks. Animal groups: <i>(identify, name, describe and compare the structure of a variety of common animals).</i> Thinking circle map and sorting activity. Can Y1 explain to reception their reasons for grouping the animals. Independent writing on animal posters, what do they know?</p>					<p>*Bob the Man on the Moon. *Look Up!</p>	<p>Brown Owl ow (look, down, now) Green Froggy ee (see, going, just, have) 11. Subitising</p>
2 12/1/26	<p>The Moon: what is it? Where is it? How do we get there? <i>How can we get to the moon? (KS1 working scientifically: using observations and ideas to suggest answers to questions).</i> Continue thinking map. Fact Files about the moon- Y1 more independent, YR at least initial and final sounds independently. What does the moon do- 10 moon facts for kids: All about the moon: astronomy and space for kids- freeschool: Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas. fine motor activities- peg boards, bead threading, tweezers, match sticks. Animal groups: <i>(identify, name, describe and compare the structure of a variety of common animals).</i> What makes a mammal a mammal? What makes a reptile a reptile? Add to posters.</p>					<p>* The Moon, Small but Mighty Neighbour *Look Up!</p>	<p>Black Cat ur (see, going, just, have) 12. Counting, ordinality and cardinality</p>
3 19/1/26	<p>The First Moon Landing: Who is Neil Armstrong? <i>Who has been to the moon? (The lives of significant individuals in the past who have contributed to national and international achievements).</i> Thinking of map of the moon landing, how do you think they got to the moon? When did they go to the moon? Who went to the moon? Fact file of moon landing and Neil Armstrong- prepare and plan. *Watch All about the moon: astronomy and space for kids: “who visited the moon?” “Whose footprints are still on the moon?” let’s find out. *NatGeo Kids- the first walk on the moon & Moon landing 1969- who is Neil Armstrong- why did Neil have XY&Z, elicit children’s previous knowledge.</p>					<p>*Non-fiction: The Moon. *Look Up!</p>	<p>Angry Red A ai (it’s, do, so) 13. Composition</p>

	<p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>Animal groups: <i>(identify, name, describe and compare the structure of a variety of common animals)</i>. What makes a fish a fish? What makes a bird a bird? Add to posters.</p>		
4 26/1/26	<p>The First Moon Landing: Who is Neil Armstrong?</p> <p>Who has been to the moon? <i>(The lives of significant individuals in the past who have contributed to national and international achievements)</i>. Fact file of moon landing and Neil Armstrong- prepare and plan.</p> <p>*NatGeo Kids- The first walk on the moon</p> <p>https://www.youtube.com/watch?v=SOCixRhRGDw Take a tour of the space station:</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>DT: Rocker building <i>(KS1 design, make and evaluate objections)</i>.</p> <p>Animal groups: <i>(identify, name, describe and compare the structure of a variety of common animals)</i>. What makes an amphibian an amphibian? Add to posters.</p>	<p>* Blue Penguin*</p> <p>The Emperor's Egg.</p> <p>*Look Up!</p>	<p>Black Cat or (it's, do, so)</p> <p>14.</p> <p>Composition</p>
5 2/2/26	<p>The First Moon Landing: Who is Neil Armstrong?</p> <p>Who has been to the moon? <i>(The lives of significant individuals in the past who have contributed to national and international achievements)</i>. Fact file of moon landing and Neil Armstrong.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>DT: Rocker building <i>(KS1 design, make and evaluate objections)</i>.</p> <p>Animal groups: <i>(identify, name, describe and compare the structure of a variety of common animals)</i>. Can the children identify the significant differences between each group? Group digrams. Add to posters.</p>	<p>*Neil Armstrong- Little People Big Stories</p>	<p>Miss Oh No oa (come, some, were, one)</p> <p>Formative assessment 3</p> <p>Tricky Witch er (come, some, were, one)</p> <p>15.</p> <p>Comparison</p>
6 9/2/26	<p>What's outside?</p> <p>Plants- what is a plant? <i>(Identify and describe the basic structure of a variety of common flowing plants including trees)</i>. Group diagrams of common plant, in groups, use their previous knowledge to label the different parts of the plant (elicitation activity). Go outside and look for different parts of plants on school grounds.</p> <p>Weather pattern observations <i>(identify seasonal and daily weather patterns in UK)</i>.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p>	<p>*Plant the Tiny Seed.</p>	<p>Igh Yellow Eye (like, when, little, what, by)</p> <p>16. Counting, ordinality and cardinality</p>

	Computing: Scratch Jr/BEEBOTS? (Create and debug simple programmes; use logical reasoning to predict the behaviour of simple programmes).		
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Week	Spring term 2. New Beginnings!				Text:	
1 23/2/26	<p>Let's explore outside.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>Plants- what do plants do? (Identify and describe the basic structure of a variety of common flowing plants including trees). Group diagrams of common tree, in groups, use their previous knowledge to label the different parts of the tree (elicitation activity). Go outside and look for different parts of trees on school grounds.</p> <p>Weather pattern observations- (identify seasonal and daily weather patterns in UK).</p> <p>Computing: Scratch Jr/BEEBOTS? (Create and debug simple programmes; use logical reasoning to predict the behaviour of simple programmes).</p>				*Jasper's Beanstalk.	Tricky Witch air (like, when, little, what, by) 17. Comparison
2 2/3/26	<p>Let's explore outside.</p> <p>Plants- different types of plants- (identify and describe the basic structure of a variety of common flowing plants including trees). Children to draw diagrams of plant and tree, draw diagram clearly and label each part of plant.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>Weather pattern observations- (identify seasonal and daily weather patterns in UK).</p> <p>Computing: Scratch Jr/BEEBOTS? (Create and debug simple programmes; use logical reasoning to predict the behaviour of simple programmes).</p>				*Jasper's Beanstalk. *Oliver's Vegetables.	Tricky Witch oi (day, away, play, children) 18. Composition
3 9/3/26	<p>Let's explore outside.</p> <p>Plants- plant observation trail- (identify and name a variety of common wild and garden plants, including deciduous and evergreen trees). Scavenger hunt for plants/flowers on school grounds. How do we identify the differences.</p> <p>Weather pattern observations- (identify seasonal and daily weather patterns in UK).</p>				*Lola Plants a Garden. *Jasper's Beanstalk.	Tricky Witch ear, ure (day, away, play, children) 19. Subitising

	<p>Computing: Scratch Jr/BEEBOTS? <i>(Create and debug simple programmes; use logical reasoning to predict the behaviour of simple programmes).</i></p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>Fine motor activities- peg boards, bead threading, tweezers, match sticks.</p>		
4 16/3/26	<p>Let's explore outside.</p> <p>Plants- plant observation trail: <i>(identify and name a variety of common wild and garden plants, including deciduous and evergreen trees).</i> Scavenger hunt for trees on school grounds. How do we identify the differences.</p> <p>Getting ready to learn- sitting nicely, listening, taking turns to talk and share ideas.</p> <p>fine motor activities- peg boards, bead threading, tweezers, match sticks.</p> <p>Weather pattern observations- <i>(identify seasonal and daily weather patterns in UK).</i></p> <p>Computing: Scratch Jr/BEEBOTS? <i>(Create and debug simple programmes; use logical reasoning to predict the behaviour of simple programmes).</i></p>	*10 Things I Can Do to Save My Planet.	Phase 2 revisit. 20. Composition Formative assessment 4
5 23/3/26	<p>Castles of the UK: revisit the 4 countries of the UK.</p> <p>History- Castles of the UK capitals. What is a castle? What were they used for?</p> <p>Geography- 4 countries of UK recap, then capital cities and surrounding seas. What is a country recap. What are the four countries of the UK? Where are they in comparison to each other (compass points).</p> <p>Materials and their properties- <i>(identify and name a variety of everyday materials and describe simple physical properties of those materials).</i> Thinking circle map- what is a material? Can you name any materials?</p> <p>What is a Fairytale- Story sequencing: as a whole class, then in groups with pictures. Act out story as a whole class.</p>	*Sleeping Beauty.	Phase 3 revisit. 21. Cardinality, ordinality and counting

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Week	Summer term 1. Turrets and Tales!				Text:	
1 13/4/26	<p>Castles of the UK: Capitals of the UK.</p> <p>History- Castles of the UK capitals. What is a castle? What were they used for?</p> <p>Geography- 4 countries of UK recap, then capital cities and surrounding seas. What is a country recap. What are the four countries of the UK? Where are they in comparison to each other (compass points).</p>				<p>*Sleeping Beauty.</p> <p>*Hairy Maclary from Donaldson's Dairy.</p>	<p>CVCC (your, here, saw)</p> <p>22. Subitising</p>

	<p>Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Recap thinking map- Can you name any materials? Can you identify any of those materials in the classroom? Mystery box!!</p> <p>What is a Fairytale- Story sequencing: as a whole class, then in groups with pictures. Act out story as a whole class.</p> <p>Story sequencing: sequence story as a whole class, then children will sequence key events in books (cut and stick) before writing what happened.</p>		
2 20/4/26	<p>Castles of the UK: London, England.</p> <p>History- Tower of London: where is it? What was it used for? What is it used for now?</p> <p>Geography- 4 countries of UK recap: capital of England and surrounding seas.</p> <p>Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Can you name any materials? Can you identify any of those materials in the classroom? Sort into groups.</p> <p>Hot Seating: children to think of questions to ask Rumpelstiltskin. Why, what, where. Questions in relation to after the story. Model what a question is.</p>	<p>*Rumpelstiltskin. *Hairy Maclary from Donaldson's Dairy.</p>	<p>CCVC (your, here, saw) 23. Composition</p>
3 27/4/26	<p>Castles of the UK: Cardiff, Wales.</p> <p>History- Cardiff Castle: where is it? What was it used for? What is it used for now?</p> <p>Geography- 4 countries of UK recap: capital of Wales and surrounding seas.</p> <p>Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Can you name any materials? Can you identify any of those materials in the classroom? Sort into groups.</p> <p>Story sequencing: Story sequencing: sequence story as a whole class, then children will sequence key events in books (cut and stick) before writing what happened.</p>	<p>*Rumpelstiltskin. *Hairy Maclary from Donaldson's Dairy.</p>	<p>CVCC (time, out, house, about) Phonics assessment 5. 24. Composition</p>
4 4/5/26 4-day week	<p>Castles of the UK: Edinburgh, Scotland.</p> <p>History- Edinburgh Castle: where is it? What was it used for? What is it used for now?</p> <p>Geography- 4 countries of UK recap. Capital of Scotland and surrounding seas.</p> <p>Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Sort into groups- describe the different materials using your senses, how do you know?</p> <p>DT- create house/castle</p> <p>Alternative ending: the children will act out in groups the ending of the story, then will act out an alternative ending of the story. Once they have decided on an alternative ending, the children will write their alternative ending.</p>	<p>*Three Little Pigs. *My Shadow is Pink.</p>	<p>CCVC (time, out, house, about) 25. Comparison</p>

5 11/5/26	Castles of the UK: Belfast, Northern Ireland. History- Belfast Castle: where is it? What was it used for? What is it used for now? Geography- 4 countries of UK recap. Capital of Northern Ireland and surrounding seas. Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Sort into groups- describe the different materials using your senses, how do you know? DT- create house/castle- Junk modelling. Different kinds of stories: what is a legend? Sequence and retell the legend of George and the Dragon.	*Three Little Pigs. *My Shadow is Pink.	CCVCC (made, make, came) 26. Subitising on a Rekenrek
6 18/5/26	Castles of the UK: Recap. History- what are the four castles we looked at and what were their features? Geography- 4 countries of UK recap, then capital cities and surrounding seas. Collaborative map work of UK, including capitals and surrounding seas. Materials and their properties- (<i>identify and name a variety of everyday materials and describe simple physical properties of those materials</i>). Sort into groups- describe the different materials using your senses, how do you know? DT- create house/castle- Junk modelling. Story Sequencing:	*George and the Dragon. *My Shadow is Pink.	CCVCC (I'm, very, old) 27. Comparison

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Week	Summer term 2. Seaside Fun!			RSE week TBC.		Text:	
1 1/6/26	At the Seaside. What do we know about the seaside? What do we do when we go to the seaside? Thinking circle map. Recap: surrounding seas of UK, what are our coasts? Weather pattern observations (identify seasonal and daily weather patterns in UK).					*The Night Pirates. *Commotion in the Ocean.	CVC+ polysyllabic (called, asked, looked) 28. Patterns within numbers to 10
2 8/6/26	Coasts revisit last week’s learning before moving onto coasts. Father’s Day cards/gifts/pictures. What is a coast? What happens at the coast? (Weather, houses, population). Looking at the impact water/waves have on coasts (coastal erosion)					*Somebody swallowed Stanley. *The Night Pirates.	CVC+ polysyllabic (their, our) 29. Automatic recall.

	<p>Let's make a coast- using natural objects and classroom resources to make a seaside/coastal scene. Tuff tray, stones/wood for coast barrier, test them with glitter and water.</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>		
3 15/6/26	<p>Coasts- What is a coast? What happens at the coast? (Weather, houses, population).</p> <p>Looking at the impact water/waves have on coasts (coastal erosion).</p> <p>Building water defences to protect the beach (tuff tray experiments)</p> <p>Fact files about the coast- what is coastal erosion?</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>	<p>*10 ways to do to save my planet</p> <p>*The Night Pirates.</p>	<p>CCC onset words & CCVCC (Mr, Mrs, don't) 30.</p> <p>Understanding of numbers to 10</p>
4 22/6/26	<p>Seven continents- what is a continent? What are the 7 continents? What continent do we belong to?</p> <p>Elicitation activity: ask the children to draw from memory a map of the world.</p> <p>Book Review: Shared writing to consolidate setting, characters, key events and understanding.</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>	<p>*Undersea cleaner spree.</p> <p>*The Night Pirates.</p>	<p>CCVCC (people, could) 31. Counting beyond 20</p>
5 29/6/26	<p>Seven continents- what is a continent? What are the 7 continents? What continent do we belong to?</p> <p>Book Review: Shared writing to consolidate setting, characters, key events and understanding.</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>	<p>*Stone Girl, Bone Girl</p> <p>*Rainbow fish.</p>	<p>CVC+</p>
6 6/7/26	<p>Five oceans of the world- what are the 5 oceans of the world? What makes them different to sea?</p> <p>Book Review: Shared writing to consolidate setting, characters, key events and understanding.</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>	<p>*Rainbow fish.</p> <p>*Sailor Bear</p>	<p>CVC+ (people, could)</p> <p>Phonics assessment 6.</p>
7 13/7/26	<p>Five oceans of the world- what are the 5 oceans of the world? What makes them different to sea?</p> <p>Children to redraw their world map from memory with their new knowledge of continents and oceans.</p> <p>Weather pattern observations (<i>identify seasonal and daily weather patterns in UK</i>).</p>	<p>*Sharing a shell.</p> <p>*Rainbow fish.</p>	<p>Final week</p>