



**CLASS HALF TERM OVERVIEW OF PLANNING**  
 Year R - Oak Class  
 Summer 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	<b>Topic: Hot, Hot, Hot!</b>					
<b>RE</b> <b>F5 – Which places are special to Christians and Why?</b>	<p><b>Unit F5</b>  <b>Which places are special to Christians and why?</b>            Talk about somewhere that is special to themselves, saying why            Discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Create pictures or use small world to represent their happy place.</p>	<p><b>Unit F5</b>  <b>Which places are special to Christians and why?</b>            Recognise that some religious people have places which have special meaning for them Show pictures of places that are spiritually significant to them and say why they are special (e.g. special holiday destinations, or a childhood home, or a place where something memorable happened such as a concert, or the local park where they take children to meet together and play. This should build learning towards understanding special places for religious people). Children share and record their own special places in a variety of ways,</p>	<p><b>Unit F5</b>  <b>Which places are special to Christians and why?</b>            Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God            Consider a place of worship for members of another faith e.g. synagogue or temple. Find out what happens there. Show some pictures of all these different special places and help children to sort them into the right faiths/beliefs            Complete a simple matching exercise using symbols of each faith, and putting two or three photos under each. Discuss this with the children and answer any questions that they may have</p>	<p><b>Unit F5</b>  <b>Which places are special to Christians and why?</b>            Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Visit a local church or other place of worship.            Prepare lots of questions to ask; think about which parts of the building make them feel safe, happy, sad, special. Find out which parts are important for Christians/believers and why</p>	<p><b>Unit F5</b>  <b>Which places are special to Christians and why?</b>            Express a personal response to the natural world. Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of their ideas into practice, e.g. planting flowers, recycling, etc. Link this with Understanding the World and how we can look after our planet</p>	



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		drawing on all their senses, in a way that is meaningful to them. Create Memory Stick				
<b>PSHE Growing and changing</b>	<p>Life Stages – Plants, animals and Humans</p> <p>To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things.</p>	<p>Life Stages - Humans – Who will I be?</p> <p>Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up.</p> <p>Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.</p>	<p>Life Stages – Where do Babies come from?</p> <p>Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.</p>	<p>Life Stages - Getting Bigger</p> <p>Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.</p>	<p>Life Stages – me and my body – Girls and Boys</p> <p>Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.</p>	
<b>Maths</b>	<p>To Twenty and Beyond</p> <p>Explore numbers beyond 10 (11,12,13) Build and notice patterns with numbers beyond 10 (up to 13)</p>	<p>To Twenty and Beyond</p> <p>Build on their skills using the numbers to 13 to become more familiar with the numbers to 20 Verbal Counting Beyond 20</p>	<p>How Many Now?</p> <p>Explore the change structure of addition (augmentation) by adding more. Explore the change structure of subtraction (reduction) by taking away</p>	<p>Manipulate, Compose and Decompose</p> <p>Select shapes for a purpose. Explore how shapes will appear when rotated. Further explore the properties of shapes and spatial relations.</p>	<p>Manipulate, Compose and Decompose</p> <p>Further explore the properties of shapes and spatial relation to compose shapes. Explore identifying shapes within shapes.</p>	<p>Sharing and Grouping</p> <p>Begin to develop an understanding of sharing. Exploring grouping.</p>



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	Build on their skills using the numbers to 13 to become more familiar with the numbers to 20	Children build on verbal counting beyond 20 by noticing the counting patterns involved.	Develop their understanding of the subtraction change structure by taking away.	Explaining more complex shape arrangements.	Copying more complex 2-D shape pictures. Notice 2-D shapes within 3-D shapes in a range of contexts.	
<b>English</b>	Text – Don't spill the milk ***Focus on Title, blurb, author, illustrator Pick out descriptive language and add to working wall What is this story about? Who are the characters in the story?	Text – Don't spill the milk  Look at the repetition and get everyone to join in – Don't slip... Talk about what happens on each page – which animals do you see? How does Penda feel when she was carrying the milk? Make a bank of words to describe how she might feel on the way, when she got there, after the milk had spilled, when Daddy sent the piece of Mango back to Mummy?  Model writing simple sentences – ch to have a go independently	Text – Don't spill the milk  Adding in actions and story mapping Map out Penda's journey. Add in actions for each page and create a class map to refer back to  Use this throughout the week to refer back to – children begin to use it to retell the story in their own words  Children write a sentence about their favourite part of the story	Text – Don't spill the milk  Retell the story to each other and model writing the story out using the map.  Scaffold with pictures to sequence and copies of the class story map.	Text – Don't spill the milk  Write our own stories – Don't spill the ice cream etc  Orally rehearse  Talk about where they would go and who they would see on the way. Who are they taking their 'ice cream' to What happens at the end of their stories	Text – Don't spill the milk  Write our own stories – Don't spill the ice cream etc  Have a go at writing their own stories to share.
<b>Communication and Language</b>	Introduce ideas for the term – setting the scene for the start of the term! Introduce our NEW Top 5!  Bringing the rain to Kapita Plain	Big Book recaps – What can we remember about what we have done so far in our class? Use of seasonal pictures to instigate a discussion	Highlight the curiosity cube – what is in there? Why / what do we know about the object in there? What questions could we ask?	Story stones – can you create a story using the stones?	Exploring with deconstructive Role Play: What do they want it to be? Small World/ Exploring trays (curiosity cube first) – Fruit exploration – pattern, shape, smell, taste – Guess the	Introduce surveys and data – what's your favourite safari animal? Vote using photos and record. Change survey question weekly. At the end of the week choose 2 children to feedback the results.



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	<p>Bum or Face? Too small Tola What a waste Creature Feature</p> <p>Talk about half term and what they did as well as any other things that they would like to share through Talk!</p>				<p>fruit etc Songs and games - What's in the basket descriptive language games</p>	
<b>Phonics</b>	<p>Phase 4 Summer 1 Little Wandle Letters and Sounds</p> <p>short vowels CVCC</p> <p>Tricky words said so have like</p>	<p>Little Wandle Letters and Sounds</p> <p>short vowels CVCC CCVC</p> <p>Tricky words some come love do</p>	<p>Little Wandle Letters and Sounds</p> <p>short vowels CCVCC CCCVC CCCVCC longer words</p> <p>Tricky words were here little says</p>	<p>Little Wandle Letters and Sounds</p> <p>Longer words compound words</p> <p>Tricky words there when what one</p>	<p>Little Wandle Letters and Sounds</p> <p>Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words out today</p>	<p>Little Wandle Letters and Sounds</p> <p>Assessment</p>
<b>Understanding of the world</b>	<p>How do I find where Africa is?</p> <p>Revise with the children where we live. Do you know any other countries? Share and add to our world map. Introduce Africa to the children and locate on a map. Use Google earth, atlases and the globe. Use the book 'Amazing Africa' to find out about the different countries. Watch video clip about Africa – talk about the new facts that we have discovered and write them down.</p>	<p>Is South Africa different to where I live? Watch <a href="https://www.bbc.co.uk/bitesize/articles/z27gcmn">https://www.bbc.co.uk/bitesize/articles/z27gcmn</a></p> <p>What would we tell someone about where we live? Together make a postcard to send to someone in Africa to tell them all about where we live.</p>	<p>What animals can you find in Africa?</p> <p>Links with Animals 2USouth West visit Who is Sir David Attenborough? What does he do? Watch documentaries about African animals that he has made Look at the different landscapes in Africa – Rainforest, Savanna and desert.</p>	<p>Why is It important to look after our planet?</p> <p>Talk about why it is important to look after our planet What can we do to look after our planet? Together decide how to do this and what we want our focus to be. Ask Eco Club to visit our class to talk about this</p>	<p>Plants- What do plants need to grow? Share what we know about plants already.</p> <p>Have image of a plant cut up – children to work together to piece together.</p> <p>What do plants need to grow – share ideas and label.</p> <p>How do worms help plants grow? Discuss ideas and share. Watch video of how worms help. READ WALLY THE WORM.</p>	<p>Plants- What do plants need to grow?</p> <p>Revise what we have learnt so far.</p> <p>Show the children a variety of images of plants. Which are flowers and which are weeds? How do you know? What do weeds do to the soil? How do help/hurt the plants?</p>



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					Children to create a wormery.	
<b>Nature School</b>	<p>Let's go on a bug hunt!</p> <p>Children to have a list of different spring time bugs that they can find.</p>	<p>Remind the children of the bug hunt from last week – can they make some of the bugs they found? (peg butterflies etc).</p>	<p>Nature walk – Can you collect a rainbow? Using Nature school and the surrounding area – can you make find an item for every colour of the rainbow?</p>	<p>Making garden seed bombs.</p>	<p>Plants- What do plants need to grow?</p> <p>How do worms help plants grow? Discuss ideas and share. Watch video of how worms help. READ WALLY THE WORM.</p> <p>Children to create a wormery.</p>	<p>What items can we use in Nature school to paint with? Making nature paintbrushes.</p>
<b>PE Leap into Life</b>	<p>Functional Movement Progression 9 To bend and stretch into spaces.</p>	<p>Movement Concepts Progression 5 To move a variety of objects up, down, forwards, backwards, right and left.</p>	<p>Aesthetic Movement Progression 9 To move slowly, showing strength and tension in muscles.</p>	<p>Aesthetic Movement Progression 10. To move with speed. To show agility.</p>	<p>Manipulative Skills Progression 5 To visually track a ball (and trap it with hands) and prepare to catch.</p>	<p>Functional Movement Progression 10 To bend and stretch in a weight- bearing manner.</p>
<b>Expressive Art and Design</b>	<p>Handa's Surprise Share the story with the children</p> <p>Look at the different fruits that she takes with her on her journey to see her friend Akeyo.</p> <p>Look at the colours, shapes and textures of the different fruits.</p> <p>Use oil pastels to draw them focusing on the shapes and colours.</p>	<p><b>South African Art – Ndebele Painting</b> Show children some examples of African fabrics and painted houses. What do you notice about them? What colours and shapes can you see? Using templates children to make their own patterns to turn into Ndebele huts.</p>	<p><b>Artist Study – Esther Mahlangu</b> Who is Esther Mahlangu? Where is she from? Look at a range of her work. What do you like about her work? Use the skills taught previously to create their own freehand design in the style of Esther Mahlangu using poster paint.</p>	<p><b>Artist Study – Esther Mahlangu</b> Who is Esther Mahlangu – revise previous work. Look at images of her. What is the same/different about us and Esther? Focus on the jewellery she wears. Link to African tribes – show children a range of these. Children to create their own beaded necklaces.</p>	<p><b>What tools can I use to create different lines?</b></p> <p>What tools do we use when we draw or paint? Children to share ideas. What if I wanted to create fine lines, what would I use? Discuss and record ideas. Repeat with thick lines.</p> <p>Have a variety of items for the children to create lines with including cocktail sticks, twigs, paint brush etc.</p>	<p><b>What tools can I use to create different lines?</b></p> <p>Remind them of the work from last week – we can create art using anything! This week investigate ways to make patterns – eg stamping, dots, swirls etc using a variety of objects. Evaluate the tools based on outcome.</p>



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	<p>Cut them open to look inside and talk about what they can see.</p> <p>Link this to tasting the fruits and describing how they taste.</p>					Evaluate the tools based on outcome.	
<p><b>Music Charanga Everyone!</b></p>	<p>Big Bear Funk by Joanna Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	<p>I Feel Good by James Brown Option: Big Bear Funk by Joanna Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	<p>Don't You Worry 'Bout A Thing performed by Incognito Option: Big Bear Funk by Joanna Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	<p>My Promise by Earth Wind &amp; Fire Option: Big Bear Funk by Joanna Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	<p>Superstition by Stevie Wonder Option: Big Bear Funk by Joan Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	<p>Pick Up The Pieces by Average White Band Option: Big Bear Funk by Joanna Mangona</p> <p>Listen and Appraise Explore and Create using voices and instruments (Musical Activities) 3. Learn to Sing the Song - Sing, Play and Dance 4. Share and Perform</p>	
<p><b>Educational visits/visitors</b></p>	<p>Animals 2U South West Drumming Workshop</p>						
<p><b>Wall and interactive displays</b></p>	<p>African map on the wall Adding to the Timeline – Esther Malanghu/ Sir David Attenborough</p>						