



**CLASS HALF TERM OVERVIEW OF PLANNING**  
 Year R - Oak Class  
 Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
	<b>Topic Seaside Old and New</b> <b>What was it like at the seaside in the past?</b>					
<b>RE</b> <b>F5 – Which places are special to Christians and why?</b> <b>F6 – Which stories are special to Christians and why?</b>	Unit F6– Which stories are special to Christians and why? What is your favourite story? What do you like about it, and why? Where do we find out about stories of Jesus? Look together at the Bible	Unit F6– Which stories are special to Christians and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Which Bible stories do we already know?	Unit F6– Which stories are special to Christians and why? Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Share some stories from other faiths – Rama and Sita - Noah’s Ark - Bilal and the Beautiful Butterfly	Unit F6– Which stories are special to Christians and why? Who are the stories in the Bible about? What happens in the story? Does the story tell you about God? What do you learn?		
<b>PHSE</b> <b>Valuing difference</b>	Valuing difference – I’m special, you’re special – Ask the children what they think the word special means? Children to identify what makes them and the person next to them special.	Valuing difference – Same and different – Children to compare two toy animals? What is the same about them and what is different? Children to discuss why we sometimes like/dislike the same things.	Valuing difference – Same and different families – Children to draw pictures of their families before comparing their pictures with the other children in the class. What is the same and what is differ	Valuing difference – Same and different homes – Focus on the book ‘Come over to my house’ by Dr Seuss. Children will discuss the different houses from the story, what was different about them, what they liked/didn’t before making their own ‘ideal’ homes.	Valuing difference – I am caring – Focus on the story ‘Share my shell’ by Julia Donaldson. Children will discuss acts of kindness. Children to use a toy animal to pass around saying kind things to make them ‘feel’ better.	Valuing difference – I am a friend – Children to create a friend recipe. They will discuss what things are needed to make a good friend before adding them into a mixing bowl to and stirring it together to create a friend.
<b>Maths</b>	Focus Area: Find My Pattern Doubling Children will learn that double means	Focus Area: Find My Pattern Sharing Children should also be given	Focus Area: Find My Pattern Odd and Even Children begin to understand that some	Focus Area: Find My Pattern Spatial Reasoning Children understand that places and	On the Move Deepening Understanding Children need time and opportunities to	On the Move Patterns and Relationships Children should be given opportunities



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	<p>'twice as many'. They should be given opportunities to build doubles using real objects and mathematical equipment. Building numbers using the pairwise patterns on 10 frames helps the children to see the doubles. Mirrors and barrier games are a fun way for children to see doubles as they build and to explore early symmetry. Encourage children to say the doubles as they build them, e.g. Double 2 is 4 Provide examples of doubles and non-doubles for the children to sort and explain why. Problem Solving Number Bond Checks</p>	<p>opportunities to recognise and make equal groups. For example can you put 3 crackers on each plate or plant 2 flowers into each pot. What groups do they notice on a bead string? The children will notice that sometimes there are items left over when they share or group. Encourage them to come up with their own suggestions for how to resolve this Problem Solving Number Bond Checks</p>	<p>quantities will share equally into 2 groups and some won't. They may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and to talk about what they notice. Problem Solving Number Bond Checks</p>	<p>models can be replicated and need to experience looking at these from different positions. Provide opportunities for children to replicate simple constructions, models, real places and places in stories. Prompt them to use positional language to describe where objects are in relation to other items. The use of gesture to accompany the positional language can also support understanding. Problem Solving Number Bond Checks</p>	<p>engage in extended problem solving and develop their critical thinking skills. These problems can be linked to familiar stories or come from the children's suggestions or real problems that arise as they play. Encourage the children to discuss different possible starting points. Children might need support to carry out their plans and to make adaptations as they go along. Afterwards, encourage the children to review and discuss their strategies. Which were the most successful, which didn't work and why? Problem Solving Number Bond Checks</p>	<p>to explore and investigate relationships between numbers and shapes. Classroom resources based around a standard unit such as Cuisenaire rods, pattern blocks and the unit construction blocks are particularly good for exploring these relationships. Children should also continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions. Draw children's attention to patterns in stories from a range of cultures. Problem Solving Number Bond Checks</p>
<p><b>English</b></p> <p><b>Poetry Basket –</b> <b>Under a stone</b> <b>A little shell</b></p>	<p>Interview with a shark – What is non-fiction? – Children will differentiate between fiction and nonfiction books explaining how they know each book is either fiction or non-fiction</p>	<p>Interview with a shark – hot seating – to develop questioning - pretending to be a shark and answer questions as a shark to build vocab – model this Record the facts you find on whiteboards with picture to support</p>	<p>Interview with a giant squid – Show with pictures and labels for children to place in correct places. Use busy bags and make captions/labels to describe our squid. Measure the squid.</p>	<p>Interview with an anglerfish- Making a picnic/dinner party for an anglerfish– what sort of food would you bring and why? Anglerfish puppet show (paper plates and card) and explain facts as they present their story.</p>	<p>Interview with a shark – Making their own interviews with an ocean animal (e.g., shark, giant squid, anglerfish etc.) (2 -4 questions) – bullet pointed plan (animal, diet, habitat</p>	<p>Interview with a shark – Making their own interviews with an ocean animal (e.g., shark, giant squid, anglerfish etc.) (2 -4 questions) – turning our plans into sentences (animal, diet, habitat and did you know fact).</p>



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					and did you know fact).	
<b>Communication and Language</b>	Under the sea role play	Beach – paddling pool – sand area	Boat stories and tales	Ice cream shop		
<b>Phonics</b>	long vowel sounds CVCC CCVC	long vowel sounds CCVC CCCVC CCV CCVCC	Phase 4 words ending – s /s/ Phase 4 words ending – s /z/ Phase 4 words ending – es	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	root word ending in: –er, –est longer words	Assessment
<b>Understanding the World</b>	Ongoing Caterpillars- looking at changes in ourselves and animals. Observations – what has changed? Why has it changed? How do we know that they are growing?  Links to finding out about different underwater creatures – making fact files and building on posters, diagrams, labels	The Beach: How do you make the perfect sandcastle? How does the sand change shape when you build a sandcastle? Higher: I can explain what I need to do to build the perfect sandcastle. Middle: I can measure sand and water accurately to make my experiment. Lower: I can make a sandcastle. Resources required: Make different sizes and shapes of Sandcastles Vocabulary to display and to learn: Ocean/ beach/ cliff/ erode/ dune	The Beach: How do waves wear away the coastline? Describe how a coastline wears away. Higher: Explain the effects of coastal erosion. Middle: Describe how coastal erosion occurs using a complex sentence. Lower: Describe how coastal erosion occurs using a simple sentence. Resources required: Make a beach erode activity Vocabulary to display and to learn: Ocean/ beach/ cliff/ erode/ dune	The Beach: If you find a footprint in the sand what can it tell you? Higher: I can measure the length of my foot. Middle: I can record data into a graph. Lower: I can find clues about people in their footprints. Resources required: Footprints in the Sand Paint Sand Trays Rulers Paper Vocabulary to display and to learn: Ocean/ beach/ cliff/ erode/ dune	The Beach: Mastery Session What is a fossil? Work on creating our own fossils Make a replica of how fossils are made (edible fossil) Resources required: Shrimps Biscuits Cake Clay and model starfish Vocabulary to display and to learn: Ocean/ beach/ cliff/ erode/ dune	The Beach: Encourage the children to assess past and present pictures of the seaside. What is the same and what is different? Present children with photographs of the seaside from 1920-2023. Can the children sequence the photos from the past to the present. Vocabulary to display and to learn: Ocean/ beach/ cliff/ erode/ dune



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<b>Nature School</b>	<p><b>Benjamin Zephaniah – Nature Trail Book as a stimulus</b></p> <p>Growing plants – Magic beanstalks *** Begin this at the start and develop on a weekly basis</p> <p>What are mini beasts / insects?</p> <p>Where do insects and invertebrates live? A look at habitats</p> <p>Links with creating our underground/ dark habitat for snails, millipedes, earthworms, centipedes, earwigs.</p>	<p>Bean observations continued</p> <p>Nature School – Bug Hotels What sort of Hotel would a bug like to visit.</p> <p>Creating our own mini habitats</p> <p>Bring in Fairies and creating fairy hideouts to complement the bug homes – links to magic flower fairy spells</p>	<p>Bean observations continued</p> <p>Insects and Invertebrates – body parts and jobs</p> <p>Focus in on - Bees, wasps, spiders, mosquitos, ladybugs</p> <p>Looking at classifying insects</p> <p>The Great Leg Challenge - Going on a Bug Hunt – spotting and carefully identifying similarities and differences between insects</p>	<p>Bean observations continued</p> <p>Grouping and classifying</p> <p>What do Minibeasts need to survive?</p> <p>Making food chains</p>	<p>Bean observations continued</p> <p>Minibeast Treasure Hunt – answering questions about Minibeasts to find the clues!</p> <p>Hoola Hoop Investigating – throwing our hoop in different places on Candy’s Field – what can we find?</p>	
<b>PE Leap into Life</b>	<p>Functional Movement Progression 11 To rotate and twist the body to create shapes and movement.</p>	<p>Movement Concepts Progression 6 To use a variety of techniques with accuracy when moving body and objects.</p>	<p>Aesthetic Movement Progression 11 To keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat.</p>	<p>Aesthetic Movement Progression 12 To use beat as an indication to change movement.</p>	<p>Manipulative Skills Progression 6 To bounce and catch a ball. Vary levels of the bounce and anticipate height and timing of catch. To travel with a ball in a variety of ways.</p>	<p>Functional Movement Progression 12 To develop balance on various narrow surfaces.</p>
<b>Expressive Art and Design</b>	<p>Sunshine and sunflowers Looking at Georgia O’ Keefe painting sunflowers up close as well as making them using a variety of materials – links with life cycles</p>	<p>Father’s Day Cards - lines and patterns – recreating sunshine pictures</p>	<p>Sewing – Making Sea Puppets</p> <p>Look at different designs for different types of puppets Look at different sea creatures and find our favourites – which parts</p>	<p>Sewing – Making Sea Puppets</p> <p>Sewing practice – on binka work on stitching – finger skills to thread needle in and out.</p> <p>Design our own sock puppet sea creature –</p>	<p>Sewing – Making Sea Puppets</p> <p>Begin creating Puppets – adding details and embellishments</p>	<p>Sewing – Making Sea Puppets</p> <p>Look at what we have made and share our finished products with the class. What do we like, what would we change if we did it again?</p>



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	Experimenting with paint and different tools to create our own summer sunshines		of the creature do we like the most?	label it and consider what materials that they would like to use		Art: Printing - Sea horses and Sea creatures Mr Seahorse focus – create own seahorses or sea creatures using a variety of printing materials – sponges, egg cartons, bubble wrap
<b>Music Charanga Everyone!</b>	<p>Reflect - William Tell Overture by Rossini Rewind and Listen Out! Celebration by Kool And The Gang</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>	<p>Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky Rewind and Listen Out! Ganesh Is Fresh by MC Yogi</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>	<p>Reflect - Flight Of The Bumblebee by Rimsky-Korsakov Rewind and Listen Out! We Are Family by Sister Sledge</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>	<p>Reflect - Jupiter, The Bringer Of Jollity by Gustav Holst Rewind and Listen Out! Singin' In The Rain sung by Gene Kelly</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>	<p>Reflect - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams Rewind and Listen Out! Frogs' Legs And Dragons' Teeth by Bellowhead</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>	<p>Reflect - E.T. Flying Theme by John Williams Rewind and Listen Out! I Feel Good by James Brown</p> <p>Listen and Appraise Reflect and Rewind 2. Musical Activities Reflect, Rewind and Replay 3. Perform and Share Replay Pick 'n' Mix</p>
<b>Educational visits/visitors</b>	<b>Stuart Line Cruise</b> <b>Local village walks – links with Nature School</b> <b>Beach School</b>					