

<p><b>Year R</b></p> <p><b>Summer</b></p> <p><b>2025-26</b></p> <p>Plants and animals/ water and pirates</p>	<p><b>Learning objectives</b></p>	<p><b>Knowledge, skills, understanding &amp; vocabulary</b></p>	<p><b>Trips, visitors &amp; workshops</b></p>
<p><b>Communication and language</b></p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> </ul>	<p>Vocabulary- Listen, respond, instructions, express, views, opinions, past tense, present tense, future tense, narrative.</p>	

	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		
<p><b>English</b></p>	<p>To become secure at Little Wandle Phase 3 then 4.</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<p>Little Wandle Phase 3 and 4</p> <p>Reading practice</p> <p>Vocabulary- grapheme, phoneme, vowel, consonant, segment, blend, phoneme fingers, read, write, phonetic, tricky words, fiction, non-fiction,</p>	

<p><b>Maths</b></p>	<p>White Rose -To 20 and beyond; How many now?; Manipulate, compass and decompose: Sharing and Grouping; Visualise, build and map; Making connections..</p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul> <p>To be able to count in steps of 2 and 10.</p>	<p>Vocabulary- add, subtract, plus, minus, addition, subtraction, count on, count back, calculate, record, number sentence, problem, equals, more, less, fewer, coin, value, total, change, order, sequence, events, pattern, number line, double, doubling, half, halving, share, sharing, faces, edges, vertices, straight, curved, cube, cuboid, sphere, cylinder, cone, square based pyramid, triangular based pyramid, triangular prism, odd, even.</p>	
<p><b>Understanding the world</b></p>	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> <p>Understands why the world is changing and what we can do to help.</p>	<p>Vocabulary- question, discover, discovered, record, investigate, observe, ask, world, location, grow, growth, decay, living, non-living, plants, animals, insects, bugs, habitat, technology, predict, float, sink, explain, evaluate, life cycle,</p>	<p>Beach trip Pirate Day Father's Day</p>

	<p>Talks about what they have seen/ discovered in the world.</p> <p>Can make predictions and identify objects that float and sink.</p> <p>Can explain the life cycle of a butterfly.</p> <p>Knows what plants need to grow.</p>		
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Father's Day cards and crafts.</p> <p>Vocabulary- colour, texture, change, mix, create, explore, resources, adapt, preference, express, expression, sing, dance, move, perform, songs, tune, rhythm, pattern, sequence.</p>	
<b>RE</b>	<p>Can identify what places are special and why.</p> <p>Can identify which stories are special and why.</p>	<p>Vocabulary- God, belief, believe, Christians, special, identify, places, stories, parable.</p>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> </ul>	<p>Vocabulary- feeling, help, support, tolerate, respect, listen, respond, adapt, behaviour, sensitivity, friendship, relationships, bonds.</p>	

	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul> <p>Scarf:</p> <p>Keeping my body safe.</p> <p>Safe secrets and touches.</p> <p>People who help to keep us safe.</p> <p>Looking after things: friends, environment, money.</p>		
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>GetSet4PE</p> <p>Sports day practice.</p> <p>Team games.</p> <p>Vocabulary- control, demonstrate, co-ordination, large, small, apparatus, physical, health, run, skip, hop, jump, land, crawl, jog, climb, healthy.</p>	<p>Sports Day</p>

	<ul style="list-style-type: none"><li>• Develop overall body-strength, balance, co-ordination and agility.</li><li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li></ul>		
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