Termly Overview 2022/23 Term: Summer 1

**Our Topic – Transport and the Farm**

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| What does a farmer do and why? | | **Week 1**  **Wk bg 17/4**  **ON THE FARM**  21st April – The Queen’s birthday 21st – 22nd – Eid  23rd – St. George’s Day | **Week 2**  **24/4**  **ON THE FARM** | **Week 3**  **1/5**  **TRANSPORT – CAR & BUS**  1st May – Bank Holiday  6th May – King Charles Coronation  8th May – Bank Holiday for King’s Coronation | **Week 4**  **8/5**  **TRANSPORT – AIR** | **Week 5**  **15/5**  **TRANSPORT – WATER and RAIL**  Walk to school Week | **Week 6**  **22/5**  **ENVIRONMENTAL WEEK** | | **Any other information**  (We have included some interesting dates in blue that we will be learning about) |
| **Key texts**  **Reception** | | Little Red Hen  Extra book  Rosie’s Walk | Farmer Duck  Extra book  The Scarecrow’s Hat | Naughty Bus  Extra book  Mrs.Armitage on wheels | Goodnight Moon - Faye  Up, up, up! – Jo  Extra book  The sky above our eyes | Non – fiction transport books on boats; canal boats | On the way home | | Your child is welcome to bring in any books linked to our topic for our story time. |
| **Themes**  **(Knowledge and Understanding links)** | | Farms local to Flintham/farm buildings – What buildings would you find on a farm?  How do farmers use their land? If growing crops – what might they grow and where do they grow?  How has farming changed overtime? | How does a chicken grow?  Is a chicken a mammal or a bird? How do you know?  What animals would you find on a farm? What are their babies called? | How have cars and buses changed over the years?  Where is London in comparison to Flintham?  Where is London and would you like to live there?  (London landmarks) | Where is our Earth in the solar system?  sun, moon, solar system - Who was the first man on the moon?  What is the different between light and dark?  What is it like living in space on the International Space Station? | How do magnets work?  How does a boat float in the water?  How do we stay safe near water? | How can we help to look after our environment?) | |  |
| **Literacy**  Reading  Writing | Rec | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Story Map  Instructions | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Story maps  Labelling  Recount/story maps | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Lists  Labelling  Recount/story maps  Speechbubbles | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Lists  Labelling  Non-fiction facts | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Lists  Labelling  Non-fiction facts | Reading and writing in line with RWI group  Rhyming words  Reading and writing captions and simple sentences (linked to RWI stage)  Story structure - Write own problem for story | | The aim by the **end** of the summer term in RWI is for children to be reading green/purple books;  Know all set 1 sounds speedily and most of set 2 sounds  Set 2 sounds - ay, ee, igh, ow, oo, oo, or, ar, air, ir, ou, oy  Fred talk most with set 1 and set 2 sounds in  Read Alien (nonsense words)  Read words containing special friends (set 1 and 2 digraphs)  Answer questions about the story  Read with increased intonation and fluency |
| F1 | Reading spine book Pig in the pond  (Linked activities)  Name writing | Reading spine book –Pig in the pond  (Linked activities)  Name writing | Reading spine book –  Come on, Daisy (Linked activities)  Name writing | Reading spine book –  Come on, Daisy  (Linked activities)  Name writing | Reading spine book – The Train Ride  (Linked activities)  Name writing | Reading spine book – The Train Ride  (Linked activities)  Name writing | | Early Years children will begin to learn two to three sounds a week. Each session will last approximately 15 minutes. The sounds they will learn are m, a, s, d, t, I, n, p, g, o, c, k, ck, u, b, f, e, l, h. You may hear your child talking about ‘special friends’ – these are the sounds with two or more letters in them but they make one sound. We will send the sounds home at the end of the week once they have been taught. Please practice these at home with your child. |
| **Rhyme of the Week** | | Old MacDonald | This little piggy  5 Little Ducks | Dingle Dangle Scarecrow | Little Bo Peep | Goose goosey gander | Mary had a little lamb | | If you can practise these rhymes at home, this would be a great! |
| **Phonics** | Rec | Read Write Inc Phonics Program | | | | | | | |
| F1 | Nursery Read Write Inc Phonics Program | | | | | | | |
| **Maths**  Number,  Numerical Patterns, Shape, Space and Measures | Rec | **To 20 and beyond – Phase 7**  Building numbers beyond 10, Counting patterns beyond 10 | **To 20 and beyond – Phase 7**  Building numbers beyond 10, Counting patterns beyond 10 | **To 20 and beyond – Phase 7**  Spatial reasoning, match, rotate, manipulate | **First, Then and Now – Phase 8**  Adding more | **First, Then and Now – Phase 8**  Taking away | **First, Then and Now – Phase 8**  Spatial reasoning, compose and decoompose | | We are continuing to work on composition of numbers up to 5 and their corresponsding subtraction fact e.g. 3 + 2 = 5 therefore we know 5 – 3 is 2. Practicing these facts at home would be extremely beneficial. |
| F1 | Saying numbers in a sequence  Tagging each object with a number words | Knowing the one more/one less relationships between counting numbers | Identifying smaller numbers within a number | Partitioning smaller numbers | Comparing amounts of continuous qualities – length and height | Comparing amounts of continuous qualities – weight and capacity | |  |
| **Reception**  **Key topic vocab**  \*On vocab mats | | Local community  Farm  Farmer  Crops  Land  In the past  New/Old  Before/After  Harvesting  Invented  Horse and carriage  Apples, pears, plums, blackberries  Wheel  Movement  Join  Cut | Mammal  Bird  Lifeycle  Pig/piglet  Cow/calf  Lines-straight, curved, wavy  Spots/circles  Thick lines  Thin lines  Thickness | Transport  London  Country  England  United Kingdom  North  South  East  West  Electric cars | Earth  Water  Rock  Star  Sun  Moon  Planers  Shadows  Day/night | Canal  Barge  Lock  River  Steam trains  Electric trains  Push/pull | Environment  Pollution  Electric cars  Weather | | Please talk to your child about these key words each week to reinforce what they are learning at school. We will begin to e-mail the weekly vocabulary mats to you so that you can use them as a tool to discuss the words.  We will continue to send the Knowledge Banks home. These include key, powerful knowledge that we want all children to know by the end of the term. |
| **F1**  **Key topic vocab**  \*On vocab mats | | Then/Now  A long time ago  Same  Different  Underground  Vegetables  Potatoes  Carrots  Peas  Pen  Stable | Farm animals – cow  Pig  Sheep  Food  Water | Car  Bus  Bike  Wheels  Road | Earth  Water  Land  Rocket | Boat  Barge  Canal | Weather  Hot  Cold | |
| **Technology**  Computing and e-safety | | E-safety - Digital Footprint and Reputation | Sounds – Sounds on the farm, making animal noises | | | | | | |
| **PSED**  SCARF (Me and my Relationships) | | Ongoing - Zones of regulation, Tough tortoise | | | | | | | |
| **Growing and changing**  Seasons | **Rights and Responsibilities**  Looking after special people | **Rights and Responsibilities**  Looking after my friends | **Rights and Responsibilities**  Being helpful at home and caring for our classroom | **Rights and Responsibilities**  Caring for our world | **Rights and Responsibilities**  Looking after money | |  |
| **C&L**  **\*Topic specific vocabulary taught each topic session**  **\*\*Adults model adventurous vocabulary choices and extend vocab through back and forth talk** | | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  F1 – Farmer, spotted  Rec- Nature | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  Chatty Words  F1 – Fluffy, pond  Rec – Dozen, nibble | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  Chatty Words  F1 – Stare, grin  Rec - Transportation | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  Chatty Words  F1 – Gloomy  Rec-Gravity | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  Chatty Words  F1 – Mask, scratch  Rec- Zig zag | Show and tell Monday  Family box Friday  Nursery rhyme of the week  Tapestry news  Vocabulary mats  Daily Storytime  Chatty Words  F1 – Pain, pretend  Rec- Recap all | | Every Friday afternoon, a different child is chosen to take the family box home. During the following Friday morning, the chosen child talks to the class about their family and shows the objects/photographs.  Please continue to send tapestry pictures into us – the children love sharing these with their class mates and it is great for developing the communication and listening skills. |
| **RE** | | **A special place – At the Church**  Introduction to the church and church artefacts  Visiting a church  Follow Up Work to Church Visit | | | | | | | |
| **PD** including gross and fine motor skills and PE | Rec | PE - Gross motor skills - Jumping, hopping, skipping  Fine motor - Form most letters accurately – starting point and orientation/ Scissors – Able to cut circles | | | | | | | |
| F1 | Gross motor skills - Stand momentarily on one foot when shown, catch a large ball, move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  Fine motor skills- Use one-handed tools and equipment, use a comfortable grip with good control when holding pens and pencils, show a preference for a dominant hand., writes some letters in their name (more than Spring 1), copy lines/crosses, takes part in fine motor control activities to strengthen fingers, Scissors – Able to hold scissors in a correct grip without assistance | | | | | | | |
| **EAD**  -Art  -DT  -Music | Rec | DT – Box Model Tractor (Plan, Design, Evaluate  DT - Moving farm animal | | Art - Drawing animals | | | Art – Drawing self – adding detail e.g. eyelashes, eyebrows, pupils |  | |
| F1 | **Art**  **Drawing**  Experiment with blocks, materials, colours and marks. Make marks, draw circles and lines.  Draw faces enclosed spaces with increasing detail. Gives meaning to marks.  Use drawing to represent own ideas and feelings.  **Painting**  Explores colour and how colours can be changed.  Colour mixing  **DT**  **Modelling/Collage/Textiles**  Beginning to be interested in and describe the texture ofthings  Experiment to create different textures. Use glue spatulas and glue sticks with support.  Manipulate materials to achieve a planned effect. | | | | | | | |
| Music | Weekly music sessions with Mr.Parnell  Weekly singing session with Mr.Starr | | | | | | | |

\*Please note that these plans are subject to change. Sometimes we adapt or alter depending on the children’s interests.