

Sparrow Farm Infant School - Mid Term Topic Plan - Summer 1 - What can we find beyond the horizon?

Date	W1 19.04.20	W2 26.04.20	W3 03.05.20	W4 10.05.20	W5 17.05.20	W6 24.5.20
Communication and Language (speaking, listening and understanding)	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.                      Uses language to imagine and recreate roles and experiences in play situations.                      Links statements and sticks to a main theme or intention.                      Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.                      Introduces a storyline or narrative into their play                      Able to follow a story without pictures or props.                      Listens and responds to ideas expressed by others in conversation or discussion.                      Children listen attentively in a range of situations.                      They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.                      They give their attention to what others say and respond appropriately, while engaged in another activity                      Uses a range of tenses (e.g. play, playing, will play, played).</p>					
	<p>Talk about Easter holidays. Children share experiences and talk about what they did with their family. Children ask each other questions about their holiday.</p>	<p>Continue to model past, present and future tense. Role play getting on a bus Use appropriate language. Talk about their bus journey using the past tense.</p>	<p>Talk through what they want to write and keep to the theme for their story.</p>	<p>Talk about their favourite place to go and how they get there. Answer questions about their adventures.</p>	<p>Predicts what will happen next on sudden hill. Use adventure boxes to create their own adventures, talking to clarify their ideas. Maintains a storyline for their adventure.</p>	<p>Explain why Etho was sad and explain how to be a good friend. Answers questions during hot seating.</p>
Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.                      Confident to speak to others about own needs, wants, interests and opinions.                      They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.                      Initiates conversations, attends to and takes account of what others say.                      Explains own knowledge and understanding, and asks appropriate questions of others.                      Taking turns especially in the role play areas. (Bus stop, construction area)                      Speaking during circle time.                      Adjust behaviour to different routines.                      Work as part of a group and follow rules.</p>					
	<p>Talk about Easter holidays. Children share experiences and talk about what they did with their family.</p>	<p>Talk about real life situations and how to resolve. E.g. Someone pushes in when lining up. What can we do to calm down? E.g. communicate the rules. Tell someone.</p>	<p>Going on a bus. Talk about sensible rules when using the transport.                      - Lining up                      - Having ticket/payment ready                      - Waiting on the platform/bus stop.</p>	<p>How can we help other people?                      - No littering                      - Considerate of others                      Offering a seat to an eldering/pregnant/someone hurt</p>	<p>Share experiences of different travelled transport.  Show and tell.</p>	<p>Talk about how the character Etho felt in the story of Sudden Hill.  How can you cheer a friend up?</p>
Physical Development (Health and Self Care and Moving and Handling)	<p>Shows understanding of how to transport and store equipment safely.                      Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.                      Practices some appropriate safety measures without direct supervision.                      Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.                      Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.                      Handles tools, objects, construction and malleable materials safely and with increasing control.                      Holds pencil near point between first two fingers and thumb and uses it with good control.                      Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>					

	Explore moving safely around the playground on scooters/tricycles. Practise using indoor climbing equipment.	Use tweezers to play games (First to get 20 pieces of pasta wins). Practise using indoor climbing equipment.	Explore moving safely around the obstacle course on scooters/tricycles. Practise using indoor climbing equipment.	Explore using a range of materials including big boxes to make an adventure box (like in On Sudden Hill). Practise using indoor climbing equipment.	Continue to adjust and alter the adventure boxes for a new adventure. Practise using indoor climbing equipment.	Use small objects to make a treasure box. Practise using indoor climbing equipment.
Reading	<ul style="list-style-type: none"> <li>•Listens to stories with increasing attention and recall.</li> <li>• Looks at books independently. • Handles books carefully</li> <li>•Shows interest in illustrations and print in books and print in the environment.</li> <li>• Holds books the correct way up and turns pages.</li> <li>•Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul> <p>PoR Focus text: <u>Naughty bus</u> by Vivian French (2-3 weeks)</p> <p>Other texts:  The Hundred Decker Bus by Mike Smith  The runaway train  The wheels on the bus  Lost and Found by Oliver Jeffers  Amelia Earheart  All Kinds of Cars by Carl Johanson</p>			<ul style="list-style-type: none"> <li>• Enjoys an increasing range of books</li> </ul> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>PoR Focus text: <u>On sudden hill</u> by Linda Sarah (2-3 weeks)</p> <p>Other texts:  'The Cardboard Box' by Roger Priddy  'Not a Box' by Antoinette Portis  'The Nowhere Box' by Sam Zupardi,  'Press Here' by Herve Tullet  'Cheer up your Teddy Bear Emily Brown' by Cressida Cowell and Neal Layton  'Not Now Bernard' or any of the 'Elmer' series by David McKee  'My Best BEST Friend' by Lauren Child  'Friends' by Eric Carle, 'Croc and Bird' by Alexis Deacon  'Sylvia and Bird' or 'Iris and Isaac' by Catherine Rayner.</p>		
Phonics	Recap phase 3 sounds.					
	LCP Phase 3 week 7 New sounds oo, ar, or HFW: look, for, too	LCP Phase 3 week 8 New sounds: igh, ur, ow HFW: now, down	LCP Phase 3 week 9 New sounds: ai, ee, oa, ow, oi HFW: ear, er, air	LCP Phase 3 week 10 New sounds: ure	LCP Phase 3 week 11 Recap all learn GPCs Two syllable words	LCP Phase 3 week 11 Recap all learn GPCs Two syllable words
Writing	<p>Use phonic knowledge to write words in ways which match their spoken sounds;  Write some irregular common words.  Attempts to write short sentences in meaningful contexts.  They write simple sentences which can be read by themselves and others.  Some words are spelt correctly and others are phonetically plausible.</p>					
	Make own bus tickets and bus passes in role play area.  Write a list about what things they would like to see on the bus journey.	Write about their bus journey.	Write their own adventure for the story in little books.	Write a caption to describe the photograph.	Write a simple diary of what they did with their box.	Friendship posters.
Mathematics (Number and Shape, Space and Measure)	<p>Recognises numerals to 1 to 5, then 1 to 10.  Uses language of more/fewer.  Finds the total number of items in two groups by counting them all.  Finds one more and one less.  Uses language for adding and subtraction.  Records marks.  Solves own mathematical problems</p>					

	WR- Countint to 9 and 10 Making a class counting book with pictures of the same number linked with the number.	WR- Comparing numbers to 10 Line two groups of objects side by side. Compare more and fewer by counting both groups. EX: Compare three groups and order from smallest to largest number. Compare different number bonds that make ten (Look at Dominoes that make same number.	WR- Combining 2 groups Snakes and ladders. Roll two dice and add together to move up the board. Stories; Quack and count by keith Baker EX: Ladybirds add the spots on each side to make 15 Ext: Coat hanger with pegs of ten/twelve/fifteen. Separate into two groups to highlight partitioning/number bonds to make ten.	WR- Adding More (Summer 1 p9) OMA - I count, you count Adding using double decker bus. Use language first there were, then X more got on, now there are..... (Double decker frame from spring2 materials) EXT: Number track race using a dice. The first to reach ten wins. (teaching concept of adding on) p10	WR- Subtraction/taking away OMA- 10 currant buns Line up ten pebbles, Children can take one, two or three pebbles, but the person who loses is the one that takes away the last pebble. Or Play hidden items ( p 13) Show cubes to start of with, place a cloth over them and remove some cubes. Count remainder, emphasis we started with and count backwards to how many are left. KQ: How many cubes at start?How many did I take away? How many are there now? EXT: Number blocks series 5 counting to 20.	
Understanding the World (People and Communities, The World and Technology)	Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change They make observations of animals and plants and explain why some things occur, and talk about change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.					
	Which materials float or sink? Compare objects; talking about what material they are. E.g. scissors - half metal and plastic	Make different types of boats using: foil, paper, plastic. Compare which one floats the best.	Introduce recycling using real objects. Show a video on recycling	How do our choices affect our environment? - Throwing waste into seas/our land.	Talk about how our days appear lighter for longer period in the summer.	T
Expressive Arts and Design (Exploring Using Media and Materials and Being Imaginative)	Explores the different sounds of instruments. Explores colour and how colours can be changed. Constructs with a purpose in mind, using a variety of resources. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Plays alongside other children who are engaged in the same theme. Uses available resources to create props to support role-play Plays cooperatively as part of a group to develop and act out a narrative.					
	Display a range of different size boxes with other collage material. Have tape, PVA glue readily available. Create the structure of a bus or vehicle.	Learn the wheels on the bus and include instruments.	Create structures for our vehicles to travel on. E.g. a bridge. What materials did you use and why?	Create some characters using spoons for On Sudden Hill for the children to act out the story.	Introduce using dry paint pallets to create a painting of a favourite vehicle.	Create 2D/3D shape rockets, Aeroplanes etc. - Have templates of Circles, triangles, squares. For cutting around.
Special events		Bus trip to Bedfont Lakes				