

Sparrow Farm Infant School - Mid Term Topic Plan - Summer 2 - **What makes us incredible?**

Date	W1 7.6.21	W2 14.6.21	W3 21.6.21	W4 28.6.21	W5 5.7.21	W6 12.7.21	W7 19.7.21
Communication and Language (speaking, listening and understanding)	<p>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. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>						
	Talk about superhero powers. Create their own stories and adventures.	Talk about people in different jobs. How are they incredible? Link to superheroes. Create their own role play situations.	Express their opinion on what job they want to do.	Explain celebrations and events they have enjoyed and answer how and why questions. Link to Eid and other festivals/celebrations.	Explain what they have done that has been incredible this year. Allow children time to organise their thoughts and respond appropriately.	Talk about what they liked about Reception. Recall their favourite memories. Explain and connect events. Ask their friends questions.	Talk about what they are looking forward to next year. Use the correct tenses.
Personal, Social and Emotional Development (Self Confidence and Awareness, Managing Feelings and behaviour and Making relationships)	<p>They talk about how they and others show feelings. Confident to say why they like some activities more than others. 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. Takes steps to resolve conflicts with other children. Play co-operatively taking turns with others. They show sensitivity to others feelings and needs. They form positive relationships with other adults and children.</p>						
	Talk about talking turns during sports day. Being happy for others if they win a race	Talk about how people take turns during games. E.g. quoit race	Talk about someone you love who is special. Link to father's/ Grandfather's Day/ important people in their life.	Talk about the celebrations Throughout year. Introduce Eid-Adha	Discuss the new class going into Year 1. Talk about feelings Show confidence in asking for questions.	Talk about the importance of showing we care about others. E.g. giving a card, writing a letter, gifting etc.	Watch the Year 2 leavers assembly.
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. Show good control and coordination in large and small movements. They move confidently in a range of ways safely negotiating space. 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. Handle equipment and tools effectively, including pencils for writing. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>						
	Practise racing, stopping and changing direction. EXT- practise relay races.	Practise manoeuvring a ball around cones.	Practise balancing. Balance a ball on a spoon. Balance a bean bag on your head and go around an obstacle course.	Practise jumping over hurdles and playing relay races.	Sports Day	Make a card to give to a friend. Use scissors and a variety of resources.	Practise opening a present during pass the parcel.
Reading	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Looks at books independently. • Handles books carefully • Shows interest in illustrations and print in books and print in the environment. • Holds books the correct way up and turns pages. 			<ul style="list-style-type: none"> • Enjoys an increasing range of books 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>•Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>PoR Focus text: <u>Astro Girl</u> - Ken Willson-Max (3 weeks)</p> <p>Other texts: Goodnight Spaceman, Michelle Robinson and Nick East The Way Back Home, Oliver Jeffers Moon, Patricia Hegarty and Britta Teckentrup Whatever Next, Jill Murphy Starry Skies, Samantha Chagollan and Nila Aye Once Upon a Star, A Poetic Journey Through Space, James Carter and Mar Hernandez Man on the Moon (a day in the life of Bob), Simon Bartram Toys in Space, Mini Grey By the Light of the Moon, Tom Percival (Links to the next PoR book) How to Be on the Moon by Viviane Schwarz</p>	<p>PoR Focus text: <u>Ruby's Worry</u> - Tom Percival (2-3 weeks)</p> <p>Other texts: Sweep, Louise Greig and Júlia Sardà Silly Billy, Anthony Browne Owl Babies, Martin Waddell and Patrick Benson Dogger, Shirley Hughes A Book of Feelings, Amanda McCardie and Salvatore Rubbino Happy, Mies Van Hout Feelings: Inside my heart and in my head, Libby Walden and Richard Jones Lost and Found, Oliver Jeffers The Girl With a Parrot on her Head, Daisy Hirst Little Mouse's Big Book of Fears, Emily Gravett Grumpy Frog, Ed Vere Glad Monster, Sad Monster, Ed Emberley Pom Pom Gets the Grumps, Sophy Henn The New Small Person, Lauren Child A Great Big Cuddle, Michael Rosen and Chris Riddell</p>
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Phonics	Phase 4						
	LCP Phase 4 week 1 CVCC HFW: said, so	LCP Phase 4 week 2 CCVC HFW: was, you, have, like	LCP Phase 4 week 3 New sounds: st, sk, sc, tr, dr, sp HFW: some, come, there, they, are	LCP Phase 4 week 4 Blending for reading and spelling HFW: when, what, my, her.	LCP Phase 4 week 5 Blending for reading and spelling HFW: were. Little, one.	LCP Phase 4 week 6 Blending for reading and spelling HFW: all, do, out.	LCP Phase 4 Week 7 Blending for reading and spelling HFW: some, one, said, come, do, were, when, have, there, out, like, little, what

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>					
	Write about their hobbies and interests.	Children make books that interest them.	Write advice to Astrid.	Write what makes you happy.	Write a letter to Ruby.	Retell the story of Ruby's Worry

Mathematics (Number and Shape, Space and Measure)	<p>Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses familiar objects and common shapes to create and recreate patterns and build models. Measures short periods of time in simple ways. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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	<p>simple patterns – peg boards with numicon e.g 4,5,4,5, 3D shapes make patterns in playdough makes 2D shapes Complex patterns – duck duck goose, duck duck goose, triangle, triangle circle weight – human scales, playdough weights and scales. Role play post office.</p>	<p>Addition and subtraction – change I count, you count game. Chn count at different starting points. E.g. 123..4.5.6 refer to p9 Use first, then and now there are. Use the double decker bus example.</p>	<p>Taking away – number stories with 10 frames. E.g. double decker bus. First there was 6, then 2 got off and now there is 4. Provide opportunities for counting backwards using counters on ten frames. P11 10 green bottles, hot cross buns. Enhancing subtraction. Line up 10 pebbles, chn take turns to take away 1,2,3 the winner is the one that avoids taking the last pebble. Pass it on game p. 12</p>	<p>Doubling – twice as many, building doubles using cubes, dice, dominoes. Episode 19 number blocks double trouble. Butterfly templates. Children add the pomp poms so they are double. What is the question and answer? Distance – Hoop and furthest throw. Who can throw the furthest first? P 30</p>	<p>Halving and sharing – 2 bowls of strawberries to halve. Start with 4 then build up when sharing. Sharing farm animals into two fields, goldilocks and three bears sharing food. P20</p>		
<p>Understanding the World (People and Communities, The World and Technology)</p>	<p>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.</p>						
	<p>Show images of pollution in the seas and environment. Introduce ways to help preserve our environment. E.g. recycling</p>	<p>Introduce different materials. E.g. wood, metal, plastic. Show that some objects are a combination. Which objects float/sink?</p>	<p>Talk about other jobs which play an important role in our environment. E.g. Lifeguards, refuse collectors</p>	<p>Read some space stories and link to stories, Man on the Moon. Talk about Earth being our planet.</p>	<p>Introduce other forms on ICT/programmable toys. E.g. Beebot Talk about the importance of Science and technology</p>	<p>Children talk about programmable toys they like and plays at home. How does it work?</p>	<p>Talk about how we have changed since starting Reception. E.g. I can.....</p>
<p>Expressive Arts and Design (Exploring Using Media and Materials and Being Imaginative)</p>	<p>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.</p>						
	<p>Model drawing superheroes. Then painting using watercolours or paint Add glitter and other materials.</p>	<p>Make accessories for superheroes. Include cutting for making masks and glasses etc.</p>	<p>Design a poster to make other aware of Recycling. Use colour pencils/crayons/felt tip pens.</p>	<p>Father's day and Eid cards. Design using card and add tissue paper and other materials.</p>	<p>Practise songs for EYFS singing concert.</p>	<p>Rock painting Use special paints to design and kindness rock. Think about the colours and the design.</p>	<p>Act out a story with friends and perform for the class. Create own lollystick puppets to present.</p>
<p>Special events</p>			<p>Father's Day Eid (from 19th -23rd)</p>	<p>Sports Day</p>	<p>EYFS singing concert</p>		