

Theme: World Of Fantasy**Term:** Summer 2, 2022

Week 1 W/B 06.06.22 <i>Room On The Broom</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Follow instructions involving several ideas or actions.	Hold conversation when engaged in back and forth exchanges with their teacher and peers.	Negotiate space and obstacles safely with consideration for themselves and others.	Write recognisable letters, most of which are correctly formed.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Share their creations, explaining the process they have used.
Enhanced Provision		Variety of known building pictures on wooden blocks. Witch puppet.	Climbing frame Tyres and other equipment.	Letter formation sheets Chalks	Tens frames Part-part whole models		Designated area for children to access when displaying creation.
Adult Led Learning	Modelling sets of 2/3 instructions throughout the day.	Adults to model language in CP.	Large apparatus & trim trail.	Discreet phonics sessions, quick write, bespoke interventions & follow up sentence work.	NCETM Numberblock materials.	Sheffield & Lowfield local area videos.	'Creation of the week' celebration.
Intended Outcomes	I can follow a range of instructions.	I can take turns in a conversation.	I can manoeuvre safely around equipment and peers.	I can form recognisable letters.	I can recall number bonds within 10.	I can reflect on and compare our local environment.	I can share and explain the things I have created.

*FS2 - Computing Curriculum (SCC) - 3a - Counting & 3b - Sorting
(Used throughout half term within CP and enhanced activities)*

Week 2 W/B 13.06.22 <i>Room On The Broom</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Follow instructions involving several ideas or actions.	Hold conversation when engaged in back and forth exchanges with their teacher and peers.	Negotiate space and obstacles safely with consideration for themselves and others.	Write recognisable letters, most of which are correctly formed.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Share their creations, explaining the process they have used.
Enhanced Provision		Variety of known building pictures on wooden blocks. Witch puppet.	Climbing frame Tyres and other equipment.	Letter formation sheets Chalks	Tens frames Part-part whole models		Designated area for children to access when displaying creation.
Adult Led Learning	Modelling sets of 2/3 instructions throughout the day.	Adults to model language in CP.	Large apparatus & trim trail.	Discreet phonics sessions, quick write, bespoke interventions & follow up sentence work.	NCETM Numberblock materials.	Sheffield & Lowfield local area videos.	'Creation of the week' celebration.
Intended Outcomes	I can follow a range of instructions.	I can take turns in a conversation.	I can manoeuvre safely around equipment and peers.	I can form recognisable letters.	I can recall number bonds within 10.	I can reflect on and compare our local environment.	I can share and explain the things I have created.

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Week 3 W/B 20.06.22 <i>Zog</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Work and play cooperatively and take turns with others.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Demonstrate strength and balance and coordination when playing.	Spell words by identifying the sounds in them and representing the sounds with a letter/s.	Explore and represent patterns within numbers to 10 e.g. doubling.	Know some similarities and differences between the natural world around them and contrasting environments.	Invent, adapt and recount narratives and stories with peers and their teacher.
Enhanced Provision		Variety of known nature pictures on wooden blocks. Zog puppet.	Obstacle course.	Phonics washing line for CVC/CVCC words.	Masking tape (butterfly outline) Natural materials		Puppets/small world related to current and past book theme.
Adult Led Learning	Modelling turn taking and sharing with new outdoor equipment.	Book of the week & big book guided reading sessions.	Large apparatus & trim trail.	Discreet phonics sessions, quick write, bespoke interventions & follow up sentence work.	Modelling of outdoor large scale butterfly doubling.	Google Earth – comparing our environment with Zog's.	Modelling inferences in CP and through guided reading sessions.
Intended Outcomes	I can play and interact positively with peers.	I can use specific vocabulary to help explain a situation.	I can use my body to balance and manoeuvre in a variety of ways.	I can spell words using my phonics knowledge.	I can recall some doubling facts to 10.	I can identify and compare a variety of environments.	I can recall and adapt narratives.

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Week 4 W/B 27.06.22 <i>Zog</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Work and play cooperatively and take turns with others.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Demonstrate strength and balance and coordination when playing.	Spell words by identifying the sounds in them and representing the sounds with a letter/s.	Explore and represent patterns within numbers to 10 e.g. doubling.	Know some similarities and differences between the natural world around them and contrasting environments.	Invent, adapt and recount narratives and stories with peers and their teacher.
Enhanced Provision		Variety of known nature pictures on wooden blocks. Zog puppet.	Obstacle course.	Phonics washing line for CVC/CVCC words.	Masking tape (butterfly outline) Natural materials		Puppets/small world related to current and past book theme.
Adult Led Learning	Modelling turn taking and sharing with new outdoor equipment.	Book of the week & big book guided reading sessions.	Large apparatus & trim trail.	Discreet phonics sessions, quick write, bespoke interventions & follow up sentence work.	Modelling of outdoor large scale butterfly doubling.	Google Earth – comparing our environment with Zog's.	Modelling inferences in CP and through guided reading sessions.
Intended Outcomes	I can play and interact positively with peers.	I can use specific vocabulary to help explain a situation.	I can use my body to balance and manoeuvre in a variety of ways.	I can spell words using my phonics knowledge.	I can recall some doubling facts to 10.	I can identify and compare a variety of environments.	I can recall and adapt narratives.

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Week 5 W/B 04.06.22 <i>Supertato</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Being able to wait for what they want and control their immediate impulses when appropriate.	Include the use of past, present and future tenses with modelling with support from their teacher.	Begin to show accuracy and care when drawing.	Write simple phrases and sentences that can read by others.	Explore and represent patterns within numbers to 10 e.g. sharing.	Explain some similarities and differences between life in this country and life in other countries, drawing on their experiences.	Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.
Enhanced Provision	Calm area with sensory support. Sand timer.		Charcoal Variety of lead thicknesses.	Sentence structure support. Speech bubbles.	Part-part whole model. Soft toys & food in role play area.	Google maps	Musical instruments Blob Orchestra BBC games – Play It!
Adult Led Learning	Modelling sharing through CP.	Scaffolding children to use tenses correctly. Recount events from the story using time connectives.	Modelling detailed drawing/sketching.	Discreet phonics sessions, follow up tasks & supporting within CP.	Activities which encourage equal distribution of objects. Follow up activity.	- Comparing environments on where vegetables grow (link with snack time & Supertato story).	Modelling using musical instrument to accompany songs, teaching rhythm.
Intended Outcomes	I can regulate my emotions.	I can use a range of tenses.	I can demonstrate accuracy using a range of drawing materials.	I can write a sentence that can be read by others.	I can share objects equally.	I can draw on comparisons with life in this country and with others.	I can perform with developing rhythm.

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Week 6 W/B 11.06.22 <i>Supertato</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Being able to wait for what they want and control their immediate impulses when appropriate.	Include the use of past, present and future tenses with modelling with support from their teacher.	Begin to show accuracy and care when drawing.	Write simple phrases and sentences that can be read by others.	Explore and represent patterns within numbers to 10 e.g. sharing.	Explain some similarities and differences between life in this country and life in other countries, drawing on their experiences.	Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.
Enhanced Provision	Calm area with sensory support. Sand timer.		Charcoal Variety of lead thicknesses.	Sentence structure support. Speech bubbles.	Part-part whole model. Soft toys & food in role play area.	Google maps	Musical instruments Blob Orchestra BBC games – Play It!
Adult Led Learning	Modelling sharing through CP.	Scaffolding children to use tenses correctly. Recount events from the story using time connectives.	Modelling detailed drawing/sketching.	Discreet phonics sessions, follow up tasks & supporting within CP.	Activities which encourage equal distribution of objects. Follow up activity.	- Comparing environments on Google maps on where vegetables grow (link with snack time & Supertato story).	Modelling using musical instrument to accompany songs, teaching rhythm.
Intended Outcomes	I can regulate my emotions.	I can use a range of tenses.	I can demonstrate accuracy using a range of drawing materials.	I can write a sentence that can be read by others.	I can share objects equally.	I can draw on comparisons with life in this country and with others.	I can perform with developing rhythm.

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Week 7 W/B 18.06.22 <i>Transition</i>	Personal, Social and Emotional Development	Communication And Language	Physical Development	Literacy	Mathematics	Understanding The World	Expressive Arts And Design
Curriculum Links	Set and work towards simple goals.	Express their ideas and feelings about their experiences using full sentences.	Hold a pencil effectively in preparation for fluent writing.	Write simple phrases and sentences that can read by others.	Explore and represent patterns within numbers to 10 e.g. odds and evens.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.
Enhanced Provision					Numicon		Blob Opera
Adult Led Learning	Y1 transition – supporting to set goals.	Reflecting on achievements/struggles in F2. Graduation – children sharing experiences.	Y1 transition – supporting to set goals to give to new class teacher. Discreet phonics sessions.	Y1 transition – supporting to set goals to give to new class teacher. Follow up activity.	Numberblocks activity. Follow up activity.	Y1 transition – discussing past F2 experiences.	Modelling using musical instrument to accompany songs, teaching rhythm.
Intended Outcomes	I can set and compete my own goal.	I can speak in full sentences to describe my ideas and feelings.	I can hold a pencil effectively for writing.	I can write a sentence that can be read by others.	I can identify odd and even numbers to 10.	I can reflect on and compare my past and present experiences.	I can perform with developing rhythm.

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