

Seahorses	Summer 1 A5 2025
Theme	<i>Growing</i>
Key Texts	Superworm; Jack and the Beanstalk, Bill and Ben, Jasper's Beanstalk; Non-fiction books about growing
Communication and Language	Understand how to listen carefully and why listening is important Learn new vocabulary; Use new vocabulary through the day; Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives; Describe events in some detail; Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen; Develop social phrases; ; Listen to and talk about stories to build familiarity and understanding; Retell the story, once they have developed a deep familiarity with the text, some exact repetition and some of their own words. Listen carefully to rhymes and
Writing Genres	Instruction – how to plant a seed (bean)

Literacy	Read individual letters by saying the sound for them; Blend sounds into words, so that they can read short words made up of known letter- sound correspondence; Read some letter groups that each represent one sound and say the sound for them; Read a few common exception words matched to the school phonic program; Read simple words and phrases and sentences made up of words with known letter- sound correspondences and where necessary, a few exception words; Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment; Form lower case and capital letters correctly; Spell words by identifying the sounds and then writing the sounds with letter/s; Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop; Re-read what they have written to check that it makes sense.	Little Wandle Summer 1 - wk 1- short vowel CVCC, wk 2 -short vowel- CVCC CCVC, wk 3 - longer words and short vowel words, wk 4 - longer and compound words, wk 5- root words ending in -ing, -ed, -est Tricky words- said, so, have, like, some, some, love, do, were, here, little, says, there, when, what, one, today, out
Maths	Count objects, actions and sounds; Subitize; Link the number symbol (numeral) with its cardinal number value; Count beyond 10; compare numbers; Understand the one more than/one less than relationship between consecutive numbers; Explore the composition of numbers to 10; Automatically recall number bonds for numbers 0-5 and some to 10;	WRM wk 1 To 20 and beyond How many now?Wk 2 and 3 Manipulate, Compose and Decompose wk 4 - consolidation
PSED	See themselves as valuable individuals ; Express their feelings and consider the feelings of others; Show resilience and perseverance in the face of challenge;Manage their own needs- personal hygiene; Know and talk about the different factors that support the overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep, being a safe pedestrian; being safe online	Healthy and Safer Lifestyles 3 - To think about what it means to have a healthy life? To understand some of the things needed for a healthy body. To name and discuss foods they like and dislike, and talk about how they are needed for a healthy body. To understand what exercise is and why it is needed. How to stay healthy by sleeping well. To begin to understand how to make choices that promote healthy living.

Religious Education	F5 - What places are special and why? Talk about places that are special to them. Find out about places of worship and why they are special to believers. Visit the local church and describe how you feel.	Understand that some places are special to members of their community; Recognize that people have different beliefs and celebrate special times in different ways.
Physical Development	Progress towards a more fluent style of moving, with developing control and grace; Develop the overall body strength , coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming; Develop their small motor skills so they can use a range of tools competently, safely and confidently, Suggested tools are pencils, paintbrushes , scissors, knives and forks and spoons; Use their core muscle strength to achieve a good posture when sitting at the table or sitting on the floor; Combine the different movements with ease and fluency; Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a small group; Develop overall body- strength, balance, coordination and agility; Further develop and refine a range of ball skills including: throwing, catching, kicking and passing, batting and aiming; Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball; Develop the foundations of handwriting style which is fast, accurate and efficient; Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes	
Understanding the World	Talk about members of their immediate family and community; Name and describe people who are familiar to them; Explore the natural world around them.; Understand the effect of changing seasons on the natural world around them; Describe what they see, hear and feel whilst outside; Recognize some environments that are different from the one in which they live;	Investigate which plants grow, growth in animals and humans, identify some plants in school grounds Seasonal walk- summer Watch and make note of changes as things grow- plant seeds and observe, understand how to care for living things

UW - Computing

To recognise that technology is used in places like homes and schools
To use the interactive whiteboard (IWB) for different tasks & use ipads to create a simple pattern or picture and name their work.

EAD - Music

Listen attentively move to and talk about music, expressing their feelings and responses; Watch and talk about dance and performance art, expressing their feelings and responses; Sing in a group or on their own increasingly matching the pitch and following the melody; Explore and engage in music making and dance performing solo or in groups.

Unit 5 - Technology, Structure and Form;
Comment and respond to recordings of my own voice and other classroom sounds; Use graphic symbols to help me remember sections of songs; Begin to make comments about own and other's performances.

Expressive Art and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on their previous learning refining ideas and developing their ability to represent them; Create collaboratively sharing ideas, resources and skills; Develop storylines in their pretend play;

