

Seahorses	Summer 2 A6 2025
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Theme(s)	<i>Pirates</i>
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Key Texts	Pirate Pete, Captain Pugwash, The Night Pirates, Popeye, Poems about the seaside
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Drawing Club

Communication and Language	Understand how to listen carefully and why listening is important Learn new vocabulary; Use new vocabulary through the day; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives; 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; Engage in story times; 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 songs, paying attention to how they sound; Listen to and talk about selected non-fiction books to develop a deep familiarity and new knowledge and vocabulary. Learn rhymes, poems and songs.
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Writing Genres	Letter – postcards Instructions Lists - menus
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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 2 - wk 1 - long vowels CVCC CCVC, wk 2 - long vowels, wk 3 - phase 4 words ending in s/es and longer words, wk 4 - root endings -ing, -ed, wk 5 - s/es words and longer words. Recap and consolidate all learning
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; Select, rotate and manipulate shapes to develop spatial reasoning skills; Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can;	WRM - consolidate all learning so far and plug any gaps. Wk 1- 3 Visualise , Build and Map wk 4 - Make Connections Wk 5 - onsolidation

PSED	Build constructive and respectful relationships Express their feelings and consider the feelings of others; Show resilience and perseverance in the face of challenge; Identify and moderate their own feelings socially and emotionally; Think about the perspectives of others; Manage their own needs- personal hygiene	C2 'Me and My World' To identify the people who look after them at school and understand their roles. To understand ways that they can help to look after the school environment. To understand ways they can look after things at home and at school. To recognise and understand the purpose of different places and features in their neighbourhood including people who help them. To understand ways of looking after their local outdoor area and keeping the environment special for everyone. To understand ways of caring of plants and animals. To understand what money is and what it is used for. To understand different ways of looking after money. To understand what happens if we do not have enough money to pay for something.
Religious Education	F6 - What times/stories are special and why? Talk about sacred texts such as the Torah and Bible. Learn about the story of Zacchaeus and how it teaches us to be friends to the friendless.	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; Comment on images of familiar situations in the past; Draw information from a single map; Recognize some similarities and differences between life in this country and life in other countries; Explore the natural world around them.; Understand that some places are special to members of their community; Recognize some environments that are different from the one in which they live;	Talk about holidays they went on, and some their parents went on. Look at old photos and note the differences; sort materials into float and sink. Create treasure maps/ maps of islands, Find out about similarites and differences in holiday destinations and here. find out about how to care for the world- litter picking

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 6 Twentieth Century Music Identify and perform features of different musical genres: Country /Big Bang / Beatboxing; Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge).; Comment on own and other people's performances.
Expressive Arts 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;	