

## Year R Summer Term 1

### Journeys and adventures

#### **Text (reading, language, communication):**

1. We're Going on a Bear Hunt
2. Where the Wild Things Are
3. Handa's Surprise
4. Duck in the Truck
5. Mr Gumpy's Outing

#### **End product (engagement):** Trip to the library

#### **Vocab (reading, language, communication):**

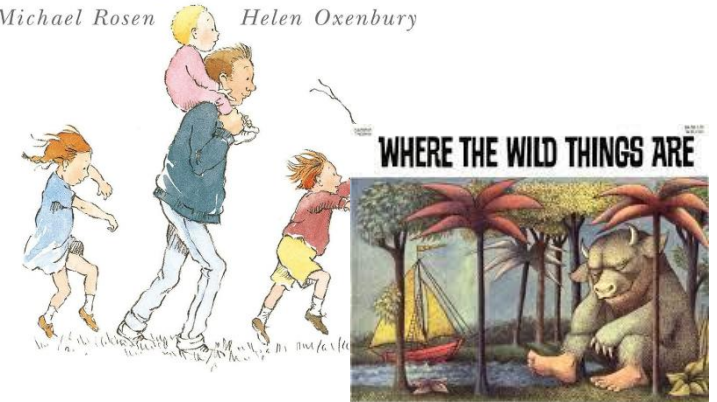
- Names of vehicles: car, truck, boat, bus, train, helicopter, aeroplane etc.
- Journey
- Adventure
- Kenya
- Past
- Present

#### **Sticky knowledge (learning that sticks):**

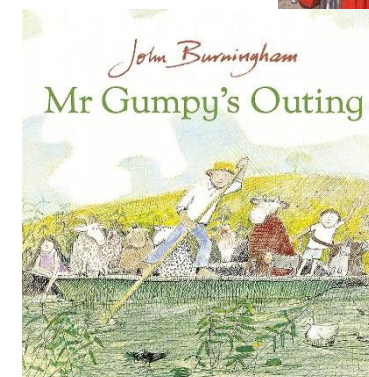
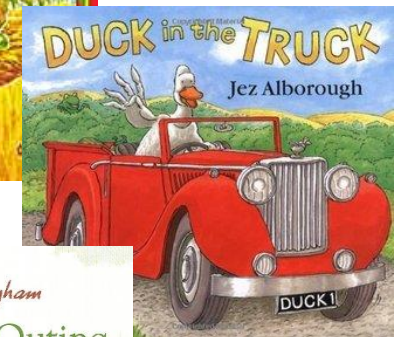
- I can read a simple map.
- I know some similarities and differences between Kenya and England.
- I know how vehicles have changed over time.

## *We're Going on a Bear Hunt*

Michael Rosen Helen Oxenbury



STORY AND PICTURES BY MAURICE SENDAK



## This term, the children will learn...

### Physical Development:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

### Personal, Social, Emotional Development:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

### Understanding the World:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Mathematics:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including number facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Expressive Art and Design:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the processes they have used.
- Make use of props and materials when role playing characters in narrative and stories
- Invent, adapt and recount narrative and stories with peers and their teachers.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

### Communication and Language:

- Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Makes comments about what they have heard and asks questions to clarify their understanding.
- Holds conversations when engaged in back-and-forth exchanges with their teacher and peers.
- Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Literacy:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others (including finger spaces and full stops).

## They will learn this through...

### Physical Development:

Getset4pE – Games unit 2

- To aim when throwing and practice keeping score.
- To follow instructions and move safely when playing tagging games.
- To learn to play against a partner.
- To develop co-ordination and play by the rules.
- To explore striking a ball and keeping score.
- To work co-operatively as a team.

### Mathematics:

White Rose Maths

- To 20 and beyond – build numbers and continue patterns beyond 10, verbal counting beyond 20.
- How many now? – Addition and subtraction
- Manipulate, compose and decompose – 2D and 3D shapes

### Communication and Language:

- Weekly vocabulary
- Naming different vehicles
- Animals/fruit from Savanna
- Developing prepositions
- Adjectives

### Expressive Art and Design:

- Create a boat that floats
- Create bear using a variety of materials
- Musical instruments/sound effects/perform
- Observational drawings of fruit
- Traditional music from Kenya – African instruments
- Create African 'jewellery'
- Andy Goldsworthy natural art

### Personal, Social, Emotional Development:

- Trying new fruit – Handa's Surprise (Tesco's)
- Zones of Regulation toolbox
- 'Surprise' linked to Handa
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### Literacy:

- Daily handwriting groups
- Daily phonics
- Zig zag book – Handa's Surprise
- Story map of Bear Hunt
- Adjectives to describe fruit

### Understanding the World

- School trip to the woods – following a simple map
- Exploring old and new vehicles
- New/old car to visit
- Exploring and comparing the country of Kenya through stories and pictures – Google Earth
- What am I? African Savanna animals
- Make a fruit salad
- Making maps – Bear Hunt
- Learning about bears – different types, habitats etc
- Senses and textures – Bear hunt
- Investigating forces - wheels
- School trip to the library