

## Year R Summer Term 2

### Long, Long Ago

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

1. Sleeping Beauty
2. Rapunzel
3. Snow White
4. The Frog Prince
5. Cinderella
6. Once Upon a Fairytale

**End product (engagement):** Trip to the library and castle.

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

- Fairytale
- Character
- Setting
- Once upon a time
- Castle

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

- I can talk about the setting of a fairytale (castle).
- I can retell a well-known fairytale.
- I know that castles were built in the past.



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

### 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.

### 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.

### 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.
- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Literacy:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- 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).

### Communication and Language:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and asks questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer 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.

### 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.
- Show sensitivity to their own and others' needs.

## They will learn this through...

### Physical Development: Get Set 4 PE

- To create short sequences using shapes, balances and travelling actions.
- To develop balancing and safely using apparatus.
- To develop jumping and landing safely from a height.
- To develop rocking and rolling
- To explore travelling around, over and through apparatus.
- To create sequences using apparatus.

### Mathematics:

#### White Rose Maths

- Sharing and grouping
- Patterns
- Positional language
- Understanding maps

### Communication and Language:

- Listening activity – responding to a story with props/pictures
- Share experiences of parties

### Expressive Art and Design:

- Cinderella ball
- Design and create a castle
- There was a princess long ago song/story map
- Small world characters/role play/dress up/puppet theatre to retell stories
- Self-portraits linked to 'Mirror, mirror on the wall'
- Shields

### Personal, Social, Emotional Development:

- Transition into year 1
- Friendship
- Zones of regulation – yellow zone toolbox
- Healthy living including sleep etc
- Working together to achieve end goal – transporting blocks team game
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### Literacy:

- Write a simple sentence(s) about a party picture
- Invitations to the ball/Posters advertising the ball
- Story map
- Speech bubbles
- 'Have you seen this witch?' poster
- Write a spell (The Frog Prince)

### Understanding the World

- History of castles/parts of a castle
- Planting and growing sunflower seeds
- Seasons – summer
- Fairytale maps
- Explore the past through settings and characters linked to old/new books