

<b>Term: Summer 2022</b>	<b>Phonics</b> Follows Read Write Inc scheme. Secure recognition of Set 1 sounds and learn Set 2 sounds. Secure blending skills to read and segmenting skills to spell. Children will move through the Red, Green then Purple level books.		<b>Drawing Club</b> Develop an enjoyment of stories, communication skills, fine motor control & encourage mark-making. The books or oral stories used this term are: Superworm, The Bad-Tempered Ladybird, What the Ladybird Heard, The Bog Baby, The Tin Forest & The Tiger who Came to Tea <i>Key Values: Resilient, Respectful, Resourceful</i>	<b>Nature Study &amp; Woodland</b> Develop enjoyment and curiosity of nature. Focus theme is 'Spring' and then 'Summer' where we will explore butterflies, beans, tadpoles, flowers, clouds, wind, storms, bees, herbs, sunshine and shadows, streams and fossils. <i>Key Values: Resilient, Responsible, Respectful, Resourceful</i>
<b>Year group: FC</b>				
<b>Theme: 'Minibeasts' &amp; 'Wonderful World'</b>	<i>Key Value: Resilient</i>			
<b>Maths</b> Follows the White Rose Maths scheme. We will be exploring building numbers beyond 10 and understanding the counting pattern beyond 10. We will be developing our addition and subtraction understanding and skills. We will also start to explore doubling and sharing. <i>Key Value: Resilient</i>		<b>Vocabulary &amp; Communication skills</b> Key focus area to be developed through Drawing Club, Helicopter Stories, The 'Message Centre' approach and Story Basket.		
<b>Play:</b> We follow the ITMP approach (In the Moment Planning). This allows children to follow their interests and explore, be curious and investigate and become deeply involved in what they are doing. The adults 'co-play' to enhance and extend their learning.  <i>Key Values: Resilient, Responsible, Respectful &amp; Resourceful</i>	<b>RE</b> "What can we learn from stories?" & "What makes places special?"	<b>P.E.</b> We will develop and refine our balance, control and coordination through a variety of activities, games and athletics.  <i>Key Value: Resilient, Responsible</i>	<b>How do we develop our curriculum drivers this term?</b>	<b>How will this learning prepare for future learning?</b>
	<b>PSHE</b> Jigsaw – A 'Mindful approach' to PSHE. "Relationships" "Changing Me"  <i>Key Values: Responsible, Respectful</i>	<b>Music</b> Use the Charanga scheme and explore minibeast songs and rhymes. During the second half of term we will explore 'Carnival of the Animals' <i>Key Values: Resilient, Resourceful, Responsible, Respectful</i>	<b>Possibilities</b> - Develop an understanding of life as a farmer. Aspirations of caring for our creatures and our environment (both locally and globally)  <b>Communities</b> - Farms2ewe visiting. Children will develop an understanding of farms and our community. Through both themes we will develop an understanding of our plants, creatures and world and how to look after them.	Core maths and phonics skills developed. Focus on developing vocabulary and communication skills. Drawing Club -> T4W (Literacy). Message Centre -> Writing confidence & skill. Maths -> Whole school continuation of the White Rose Maths approach. Phonics -> Children continue through the RWI scheme. RE & PSHE -> continuation of the scheme (Discovery RE, Jigsaw PSHE) CoEL & Leuven scales embedded to develop successful learners.

School Values: Respectful, Resilient, Resourceful and Responsible. These are identified under each curriculum area they are embedded through in FC