

Week	1 wc 1.6.26 Mr Arter Music workshop	2 wc 8.6.26	3 wc 15.6.26 National School Sports Week Drowning Prevention Week Father's Day Sunday 21.6	4 wc 22.6.26 INSET 26.6.26	5 wc.29.6.26 INSET 29.6.26 Transition Tues, Wed, Thurs	6 wc 6.7.26 Sports Day	7 wc 13.7.26 +8 wc 20.7.26 (4days)
Wow	Creative arts week Arts showcase Richard Arter instruments around the world workshop		Prepare for Father's Day	Rubbish has been dumped in our water tray	Transition begins	Transition activities- children to receive a letter from their new teacher.	
Books	The listening walk.	The snail and the whale.	Billy's Bucket	Somebody swallowed Stanley	Sharing a shell	Barry the fish with fingers The rainbow fish	
Maths	Week 26 Rekenrek-subitising PM Unit 17- shape-decomposing	Week 25/27 Comparison Review-assess PM Unit 18 measure- volume and capacity	Week 28 Counting Review-assess	Week 29 Number Patterns Review-assess	Week 30 Recall Review-assess	Week 31 Understanding Review-assess	Unit 19 sorting
English	Use a picture stimulus from the core book and write 'I can... sentences' to describe it. <i>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD)</i> <i>* Form lower case and capital letters correctly.</i> <i>* Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>*To begin to write some short sentences.</i> <i>*To write simple phrases and sentences that can be read by others.</i>		Sentence starter 'In my bucket I can see...' <i>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD)</i> <i>* Form lower case and capital letters correctly.</i> <i>* Spell words by identifying the sounds</i>	Design a poster to promote looking after the environment. Link with art. <i>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD)</i>	Choose a friend to share a shell with and write something nice about them. <i>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD)</i>	Write a letter to your new teacher telling them about yourself and the things that you like to do. <i>* Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases (PD)</i> <i>* Form lower case and capital letters correctly.</i> <i>* Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>*To begin to write some short sentences.</i> <i>*To write simple phrases and sentences that can be read by others.</i>	

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Wordwise	LW – Week 2	LW – Week 3	LW – Week 4	LW – Week 5	LW – Assessment Weeks		
Handwriting	G, O, Q and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	E,S,F and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	L, I, T and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	J, U, Y and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	M, N, R,B and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	P, H, Z, K and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.	V, W, X and name - Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - Form lower-case and capital letters correctly.
RHE	Continue with collaborative partner work during creative sessions. Revisit the mood monsters and link to self-portraits.	How to stay safe on the beach I will explain the reasons for rules, know right from wrong and try to behave accordingly.	Water safety- How to stay safe around water. I will manage my own needs.	PANTS awareness I will see myself as a valuable individual. I will explain the reasons for rules, know right from wrong and try to behave accordingly.	Change and new experiences Transition visits Discussing thoughts and feelings I will identify and moderate my own feelings socially and emotionally. I will show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. I will see myself as a valuable individual. I will show resilience and perseverance in the face of challenge		
Science Weekly reach out reporter and explorify	Reach out reporter Explorify- Black bumps	How does the big whale float when the little snail will sink?	Floating and sinking- children to make predictions and record their findings.	Looking at Chaddesden in comparison to coastal areas.	Recycling sorting station and exploring ways to look after the environment.	Wonderful water songs using the songbook and music. I know some similarities and differences between the natural world around me and contrasting environments. Reach out reporter	

		<p>Floating and sinking experiment. I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Yellow sunshine TAPS- Floating and sinking</p>	<p>I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Watery home</p>	<p>I know some similarities and differences between the natural world around me and contrasting environments. I will recognise some environments that are different from the one in which they live.</p> <p>Reach out reporter Explorify- Yellow moves</p>	<p>Litter bug song Designing posters for looking after the environment.</p> <p>I understand the effect of changing seasons on the natural world around me. I know some similarities and differences between the natural world around me and contrasting environments. I will explore the natural world around me, making observations and drawing pictures of plants and animals. I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Hairy performance</p>	<p>Explorify- Party time/Oozing with flavour RSPB wild challenge- Upcycling for nature.</p>
Computing	<p>Create a sea creature silhouette in style of Matisse on J2E</p>	<p>Create a beach scene using the J2E programme. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.</p>		<p>Use chatterpix to voice what Stanley did. I know how to explore, use and refine a variety of artistic effects to express my ideas and feelings.</p>		<p>Project evolve privacy and security (see additional resources) I know how to be resilient and persevere in the face of challenge. I know and talk about the different factors that support my overall health and wellbeing.</p>
Art	<p>Relief printing for whole school display. Learn about Henri Matisse and produce a class piece of art. Make an under the sea sculpture using hole punches to join.</p>	<p>Sand sculptures- add water to make them better and to strengthen them. How would you decorate them. -make dots using a variety of materials and tools. Use these to create an</p>	<p>-Explore the work of David Miller. Create under the sea artwork using David Miller as inspiration. -Make new art from junk or rubbish, read Beautiful Oops to discuss process. - Make posters for sea safety. Taking part in class discussion prior to activity. Share poster with the class and discuss features and why they made certain decisions. - Design a healthy picnic lunch. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors.</p>			<p>End of the year portraits in portrait books in the style of cubism/Picasso. Collagraph —printing: relief printing – build up a surface with different materials (e.g bubble wrap, card, lace) and take a print. - -Create an under the sea creature. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes.</p>

	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.	installation and learn about -Yayoi Kasama Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills.	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.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
D&T		Investigate which materials float – link to Science Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used	Design and create a boat (for the snail) and test to see if it floats. -Design a pulley system for the boat. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used.	Design and create a 3d lighthouse Share their creations, explaining the process they have used Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.	Cutting skills level 12. Use a range of small tools, including scissors, paint brushes and cutlery	
Understanding the world- Geography /History	RE Assembly: Bible story – Jonah and the Whale Learn the song and actions Weekly throughout the half term	Compare the seaside to where we live using non-fiction texts. I will recognise some environments that are different from the one in which they live. I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	Barnaby Bear at the seaside. I will recognise some similarities and differences between life in this country and life in other countries. I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	Learning about holidays in the past. Discussing changes in routines related to holidays eg, transport and activities. To compare and contrast characters from stories, including figures from the past. To comment on images of familiar situations in the past. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Looking at photographs and nonfiction books from the past. To understand the past through settings, characters and events encountered in books read in class and storytelling.	Looking at the layout of the new school building- where will I be moving to? I will describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
RE	F5-Where do we belong? Follow the Derby RE planning.					
Music	Arts week music focus- listen to the music related to under the sea. Perform movements to music in the hall. Richard	Wonderful water songs using the songbook and music.	Encourage children to make their own music using untuned instruments. Use the instruments to create coastal sounds such as using the chime bar for the ice cream van, shakers for the sea, claves for making a sand castle etc.	I can explore and engage in music		

	<p>Arter Workshops – instruments around the world.</p> <p>I can watch and talk about musical performances expressing feelings and responses.</p> <p>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can sing a range of well-known nursery rhymes and songs.</p>	<p>I can watch and talk about musical performances expressing feelings and responses.</p>	<p>making, performing solo or in groups.</p> <p>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>Provision enhancements</p>	<p>-Sea side tray- buckets and spades, fish, shells</p> <p>-Home-corner- rubber ring, sunglasses, fake suncream, towel for beach, artwork from Matisse/ David Miller</p> <p>-Maths- rekenreks, numbers past 20. Shape puzzles, jugs and measuring spoons, 10 fat sausages sizzling in a pan.</p> <p>-Creative- shades of blue paper/collage materials, hole punches and string/ribbon</p>			