



Summer 1 - Growing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Mini beasts and Spring	Mini beasts	Eric Carle	Ducklings	Ducklings	Farm
Maths	Building numbers above 10.	Counting patterns Subtraction Counting in 5's and 10's	Odds and evens.	Looking at patterns and rotating patterns.	Spatial reasoning.	Compose and decompose Number bonds to 10.
English	Sentence building.	Non-fiction books- writing captions.	Retelling the Hungry Caterpillar. Writing non-fiction captions. Writing kind sentences to a friend	Colourful semantics- adding adjectives. Writing diaries. Write a class list of calming activities to display.	Use new vocabulary. Recite poetry Rhyming words.	Correctly forming most words- focus on tricky words.
Phonics	LW- see separate plan	LW- see separate plan	LW- see separate plan	LW- see separate plan	LW- see separate plan	LW- see separate plan
RE	Look at pictures of beautiful nature patterns on the board. Talk about places of wonder – buildings, the	Some people believe the world was created by God – read The Creation and discuss.	Talk about the big bang theory – some people believe this is how the world was started.	If you could create a world what would you put in it/what would it look like? Children to draw a picture of their own	Why do we need to make sure we look after our world and what can we do to do this? Get	

	seaside, forests – how do these places make the children feel? Put up pictures of these places and children could write on post it notes words to describe how they make them feel.			world in their book and write about it.	different ideas from the children. Watch video on espresso about recycling. Talk about why it is important and what we can/can't recycle.	
PSHE	My family and I LI – I can identify some of the jobs I do in my family. Teacher to share picture of family and talk about names, what they are like and their jobs/activities. Take turns to talk about our family using their photo. Talk about the different roles family members have including jobs the children do.	Make friends, make friends never ever break friends. Show lonely child pictures and discuss what 'lonely' means. What can you do if somebody feels lonely or if you do? In colour groups children to 'build a friend' write down on different body parts what they look for in their friends e.g. kind hats etc... Work as a team to cut out the parts and stick onto sugar paper. Come back together and discuss.	Falling out and bullying Have a sparkly box and a bin in middle of circle. Read through different statements and discuss which they should go in. Discuss how when you have said something unkind it is out there and you can't take it back.	Falling out and bullying – part 2 Have you ever felt really angry? Discuss in partners and feedback. What could you do if you felt really cross? Discuss again and think of ways you can calm down. Clenching and releasing fists, deep breaths, walk away. Play calming music – children to take deep breaths and imagine somewhere they feel happy in. How does it make you feel?	Being the best friend we can be Match pairs of friends – Timon & Pumba, Woody & Buzz etc... Do they ALWAYS get on or do they sometimes fall out? What do they do to make sure they stay good friends? What does being a friend mean? What should/shouldn't you do? Walk around classroom when music stops find a friend and tell them why you like them.	I know what a stranger is and how to stay safe if a stranger approaches me.

