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| Communication and Language | | Personal, Social and Emotional Development | | Physical Development | |
| Developing speaking and listening skills at circle times and with talk partners.  Language development through our “Write stuff” lens approach, vocabulary development and WELLCOMM activities.  Asking and answering simple questions- who, what where, why and how.  Understanding and responding to instructions/directions  Playing with sounds, songs and rhymes  Recall and reflection times e.g. through prayer, holiday and weekend news  Talk about our experiences of journeys and transport  Discussing stories, characters, settings and main events and making predictions. | | Think Equal programme  Christian Values- Faith, Hope and Love  Negotiate conflict in play  Understand how themselves and others might be feeling (links to Colour Monster)  Become increasingly independent –using the toilet, washing and drying hands, put own coat on and zip it up  Knows how to stay healthy – healthy foods, teeth brushing, exercise | | Developing and improving fine and gross motor skills during indoor and outdoor play.  Observing the effects of activity on our body. (Adult led PD sessions e.g. parachute games)  Using one handed equipment such as pencils, scissors safely and effectively.  Keeping safe at school/on roads  Keeping safe in the Sun - Self-care skills - in dressing (taking jumpers on and off, sun safety, drinking water) | |
| Transport – Summer 1 2025 | | | | | |
| Literacy | Mathematics | | Understanding the World | | Expressive Arts and Design |
| Stories about Transport, vehicles and journeys (Mr Gumpy’s Motor Car and How to Lose a Lemur)  Focus on authors e.g. John Burningham  Non- fiction texts about transport and vehicles (Tony Mitton and Ant Park series)  Name recognition and writing  Daily phonics session- Phase 1 letters and sounds.  Guided and supported writing sessions  Guided and shared reading activities.  Writing and mark making opportunities through role play- tickets, lists, wheel tracks, water and brushes, chunky chalks outdoors | We will continue to follow the Master the Curriculum scheme with a focus on:   * Sequencing * Positional Language * More than/fewer than * Shape – 2D & 3D   We will continue to learn:  Numeral recognition in lots of contexts  Counting groups and matching numerals  Representing and recording numbers with pictures and marks  Composition of number | | Types of transport/vehicles- land, sea and air  Transport and occupations  Road signs and traffic lights  Investigation- Floating and Sinking  Maps – where we live, holidays, travel  ICT- remote control toys e.g. cars  Retrieving information from computers about vehicles  RE- Special Places (Places of Worship e.g. Mosque, Church, Gurdwara)U:\#Artwork Library\#KS1\#KS1 General\KS1 School Classroom Stationary and Equipment\Pencil-Icon.png | | Focus on Sculpture and sculptors- junk modelling, play dough.  Floating boats, other vehicles  Dance and Movement sessions  Role play and small worlds linked to transport themed stories |

* Replace title (keep title and footer pink)
* Change images to pngs relevant to new topic
* Keep the headers and colours as they are (they use the EYFS specific colours for the areas of learning)
* Replace bullet points with text from teacher content. Hyperlinks within the bullet points should be bold, blue and underlined.
* Try to keep content to 1 page (ask Lucy if unsure to do this)
* Delete this instructions box