

Week	1 wc 2.6.25	2 wc 9.6.25 Father's Day Sunday 15.6	3 wc 16.6.25 National School Sports Week Drowning Prevention Week	4 wc 23.6.25 INSET 27.6.25	5 wc.30.6.25 INSET 30.6.25 Transition Tues, Wed, Thurs	6 wc 7.7.25 Sports Day Thursday 10 th July Mr Artur 11 th July	7 wc 14.7.25
Wow	Creative arts week Arts showcase	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. – Richard Arter instruments around the world workshop	
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	Power maths- unit 16 Numerical Patterns - halving	Power maths- unit 16 Numerical Patterns – odds and evens	Power maths- unit 17 Composing and decomposing shape	Mastery number- Subitising using Week 26 Power maths- unit 18 Measure	Power maths- unit 19 Sorting Mastery number – Review week 1	Power maths- unit 20 Time Mastery number- Review week 2	Maths Interventions Mastery number- Review week 3 Rekenreks
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 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</i>	Design a poster to promote looking after the environment. <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</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> <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>	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 1	LW – Week 2	LW – Week 3	LW – Week 4	LW – Week 5	LW – Assessment Week	
Handwriting	B, R 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.	D, U 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, E 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.	F, M 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.	A, 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.	I, J 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.	H, 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.
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		
R Time	F.22 Using kind hands	F.21 Shapes	F.25 Talking phones	F.27 Walking hoops	Transition focus and new beginnings.		
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 experiment. I will explore the natural world around me, making observations and drawing pictures of plants and animals.	Floating and sinking- children to make predictions and record their findings. I will explore the natural world around me, making observations and drawing pictures of plants and animals.	Looking at Chaddesden in comparison to coastal areas. I know some similarities and differences between the natural world around me and contrasting environments. I will recognise some environments that are	Recycling sorting station and exploring ways to look after the environment. Litter bug song Designing posters for looking after the environment. I understand the effect of changing seasons on the natural world	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 Explorify- Party time/Oozing with flavour RSPB wild challenge- Upcycling for nature.	

		<p>I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Yellow sunshine</p> <p>TAPS- Floating and sinking</p>	<p>I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Watery home</p>	<p>different from the one in which they live.</p> <p>Reach out reporter Explorify- Yellow moves</p>	<p>around me. I know some similarities and differences between the natural world around me and contrasting environments.</p> <p>I will explore the natural world around me, making observations and drawing pictures of plants and animals.</p> <p>I will describe what I see, hear and feel whilst outside.</p> <p>Reach out reporter Explorify- Hairy performance</p>	
Computing		<p>Create a beach scene using the J2e programme.</p> <p>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.</p> <p>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)</p> <p>I know how to be resilient and persevere in the face of challenge.</p> <p>I know and talk about the different factors that support my overall health and wellbeing.</p>	
Art	<p>Relief printing for whole school display.</p> <p>Learn about Henri Matisse and produce a class piece of art. Make an under the sea sculpture using hole punches to join.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Sand sculptures- add water to make them better and to strengthen them.</p> <p>How would you decorate them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Explore the work of David Miller. Create under the sea artwork using David Miller as inspiration.</p> <p>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>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.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		<p>End of the year portraits in portrait books in the style of cubism/Picasso.</p> <p>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> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	

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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. 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	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.
Music	Arts week music focus- listen to the music related to under the sea. Perform movements to music in the hall. I can watch and talk about musical performances expressing feelings and responses. I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Wonderful water songs using the songbook and music. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can sing a range of well-known nursery rhymes and songs.	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 watch and talk about musical performances expressing feelings and responses.			Richard Arter Workshops – instruments around the world. I can explore and engage in music making, performing solo or in groups. I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.