

Black Horse Hill Infant School

F2 SUMMER MEDIUM TERM PLAN

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| **Literacy** | | **Mathematics** | **Physical Development** |
| Reading | Writing | Number | Gross Motor Skills |
| As readers we will:   * Say a sound for each letter in the alphabet and at least 10 digraphs; * Read words consistent with their phonic knowledge by sound-blending; * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words * Demonstrate understanding of what has been read to us by retelling stories and narratives using their own words and recently introduced vocabulary; * Anticipate – where appropriate – key events in stories; * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. * Read a finding story- *The Storm Whale* and transformation story- *The Extraordinary Gardener* * Read stories from around the world * Re read books to build understanding and enjoyment   Within **phonics** we will:   * Learn short vowels CVCC CCVC,short vowels CCVCC CCCVC CCCVCC, longer words, compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est * Tricky words- out today said so have like some come love do words were here little says there when what one * Long vowel sounds CVCC CCVC CCCVC CCV CCVCC * Review all tricky words taught so far and secure spelling * Phase4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es, longer words * root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ * 5 root word ending in: –er, –est longer words | As writers we will:   * Write recognisable letters, most of which are correctly formed; * Spell words by identifying sounds in them and representing the sounds with a letter or letters; * Write simple phrases and sentences that can be ready by others. * Form lower case and capital letters correctly.   During guided writing tasks we will:   * Write descriptive sentences * Plan, Tell and write a finding story * Plan a transformation story * Plan and write instructions | As mathematicians we will:  . Build numbers beyond 10  Have a deep understanding of number to 10, including the composition of each number;  - Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Count beyond 20, understanding the counting pattern  Develop our spatial reasoning skills by matching, rotating and manipulating shapes  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | * Negotiate space and obstacles safely, with consideration for themselves and others; * Demonstrate strength, balance and coordination when playing; * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing |
| Fine Motor Skills |
| * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; * Use a range of small tools, including scissors, paint brushes and cutlery; * Begin to show accuracy and care when drawing. |
| Numerical Patterns |
| * Count beyond 20, understanding the counting pattern * Develop our spatial reasoning skills by matching, rotating and manipulating shapes * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Expressive Art And Design** | **Understanding The World** | **Communication And Language** | **Personal, Social & Emotional Development** |
| Creating with Materials | Past and Present | Listening, Attention and Understanding | Self-Regulation |
| As artists we will:   * Safely use and explore a variety of materials, tools and techniques, * experimenting with colour, design, texture, form, and function; * - Share our creations, explaining the process we have used; * - Make use of props and materials when role playing characters in narratives and stories. Create masks of animals from around the world * Learn about Aboriginal artwork and print patterns * Create a rooftop garden using junk material inspired by the story Errol’s Garden * Draw sunflowers inspired by Van Gogh * Create paintings of gardens * Clay imprint art * Explore tone and shades of colours * Upcycled art- weaving using recycled materials | * Learn about the Aboriginal artist Minnie Pwerle * Learn about buildings from around the world. * Learn about the artist Van Gogh | As a listener we will:   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; * Make comments about what they have heard and ask questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | We will:   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; * - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| **Vocab**  Aboriginal, buildings, Buckingham Palace, Pyramids, White House, Parthenon, Eiffel Tower, Empire State Building, Golden Temple, Sydney Opera House, Stonehenge, Taj Mahal, Leaning Tower of Pisa, Angkor Wat, artist Van Gogh |
| **People, Culture and Communities** | Speaking | Managing self |
| We will:   * Say how vehicles are the same or different * Make a map of a journey * Look at Google earth and talk about where we are and where we have travelled. * Talk about features of our local community * Talk about how we travel to school * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. * Talk about the global community from which we belong * Compare our own life to other children’s lives around the world * Learn that The Gambia is a country in West Africa * Learn about games from other countries (Ampe from Ghana, Jianzi from China) | * As a speaker we will:   - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Express our ideas and feelings about our experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from our teacher. | We will:  •Learn about road safety and being a safe pedestrian  •Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;  • Explain the reasons for rules, know right from wrong and try to behave accordingly  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.  • Make healthy tortilla pizza Learn about staying safe in the sun  Prepare food for picnic |
| **Vocab**  Model, painting, clay, tone, shade, light, dark |
| Being Imaginative and Expressive |
| To show our imaginative skills we will:  - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.  -Learn an African dance  Sing Hello to All the children of the world song | Vocab  sun safety, protection, healthy, picnic |
|  | Building Relationships |
| We will:   * Work and play cooperatively and take turns with others; * Form positive attachments to adults and friendships with peers;   Show sensitivity to their own and to others’ needs.  Jigsaw Units  Relationships  Changing me |
| **Vocab**  Community, globe, global, country, map, journey |
| **Vocab**  Bonjour, ciao, Buenos dias, guten tag, konnichiwa, shalom |
| The Natural World |
| We will:   * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. * Learn about maps and a globe. * Learn about habitats * Learn about how living things, communities and climates differ around the world * Talk about continents, countries, oceans and seas. * Learn about the Savannah in Africa and the animals that live there * Learn about plastic pollution and the problem of littering * Learn how to care for plants and animals in our local environment and what they need to survive * Grow sunflowers * Learn about the life cycle of a butterfly and that all insects have 6 legs and a hard outer shell and that some insects have wings * Make butterfly feeders |
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| **Vocab**  Habitat, Savannah, Africa, continent, map, climate, weather, culture, wildlife, plastic pollution, litter, compost, reusable bags, recycle, reusable, living things, plant, tree, bumblebee, butterfly, caterpillar, chrysalis, pupae, nectar, ladybird, flower, rooftop garden, flats, allotment, sunflower, seeds, compost, sunlight, warmth, air, roots, stem, leaves, petals, insect, egg, wings, antenna |
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| **Wider Texts**  Fiction  Errol’s Garden by Gillian Hibbs  My Butterfly Bouquet by Nicola Davies  Penguin on Holiday by Salina Yoon  One Gorilla by Anthony Browne  The Snail and the Whale by Julia Donaldson  Mr Gumpy’s Outing by John Burningham  Mrs Armitage on Wheels by Quentin Blake | Non- Fiction  This is Our World by Tracy Turner  Welcome to our World by Moira Butterfield  Little People, Big Dreams by David Attenborough |
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