

Crayke Church of England Primary School

Curriculum Learning Tree

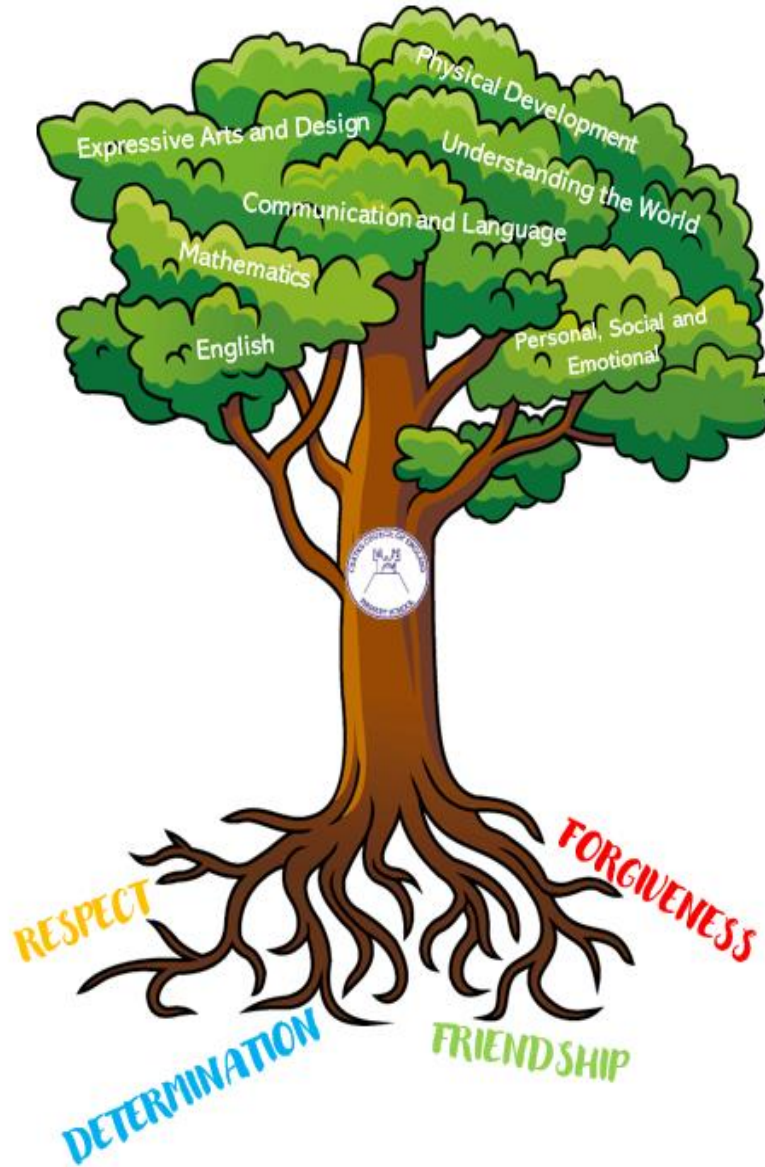
Apple Class Summer 2 Term 2024

Theme: Up, up and away

Enquiry Question: How do people live in other countries?

Maths

- Identify units of repeating patterns
- Create own pattern rules
- Explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions
- Give instructions to build
- Explore mapping
- Represent maps with models
- Create own maps from familiar places
- Create own maps and plans from story situations
- Deepen understanding (Make connections)
- Patterns and relationships
- Subtraction
- Counting back
- Problem solving
- **Vocabulary:** Pattern, repeat, rule, same, different, next, before, build, recreate, behind, below, next to, opposite, under, in front of, map, mapping, view, connect, explain, problem, review, check, altogether, subtract, one less, remove, count back, add, more, many, first, now, part, missing, tens frame,



Key Text Bookshelf

English

Phonics – Little Wandle – long vowel CVCC, CCVC, CCVCC, CCCVC, CCCVCC,, root words
Phase 4 words ending in: -s /s/ -z/ -es,-ing, -ed /t/, -ed /id/ /ed/, -ed /d/-s/s/, -s /z/ , -es
longer words. Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.
Phonics group 2 – initial sounds and diagraphs

Handwriting – Letter formation – penpals, Little Wandle sessions, daily handwriting sessions

- 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 read by others.

Daily Dough Disco

Reading – 3 times a week in groups
Reading for Pleasure books available for parents to change daily, changed in school on a Thursday
Daily story time

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Expressive Arts and Design

- Create collaboratively sharing ideas, resources and skills. – junk models, junk vehicles
- Share their creations, explaining the process they have used-junk vehicles, paintings, drawings – daily review at end of the day
- Listen attentively, move to and talk about music, expressing their feelings and responses. – (Ocean music 8th June) (Rainforest music 22nd June)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function – forest school, make a tie dye t-shirt, design a vehicle to go on an adventure
- Make use of props and materials when role playing characters in narratives and stories - Make planes/cars/boats using crates/tyres
- Develop storylines in their pretend play – small world, roleplay and outdoor play (travel agents)
- Explore and engage in music making and dance, performing solo or in groups – outside access to music box and instruments, singing morning songs, times during the week to solo sing – (microphone)
Vocabulary – sing, beat, rhythm, high, low, loud, soft, quiet, fast, pitch, tempo, music, musician, orchestra, conductor, verse, chorus, echo, listen, slow, rest, repeat, compose, performance, volume, microphone, respond, long, short, pitch, play, tune, notes, pattern, solo, duet, tap, bang, volume, percussion, shake, cut, scissors, cardboard saws, mark, draw, fold, bend, windows, doors, handles, engine, windscreen, float, sink, saw, peeler, safety stance

Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient – Penpals, daily writing within phonics sessions, daily name writing, parachute games (Building arm and hand strength)
- Develop their overall body strength co-ordination, balance and agility needed to engage successfully with future physical education sessions – Go Noodle, Go Danny GO, daily 10 min run, Dough disco, parachute, wheelbarrows and brushes
- Demonstrate strength, balance and co-ordination when playing – obstacle courses, bikes/scooters/ digging/sweeping/ scarves/chalks
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing – outdoor VIP, PE sessions, forest schools, outdoor disco.
- Know and talk about different factors that support their overall health and wellbeing (Toothbrushing) Hydration station, daily discussions re healthy body healthy mind, 10-minute daily run, breathing techniques, Zumba and cosmic yoga sessions
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor–writing part of phonics session at the table. Focus on how to sit at the lunch table. Children will be encouraged to sit using a good posture at all times, our daily hr of teacher led physical activity as well as forest schools, outdoor provision, will help develop strength
- Begin to show accuracy and care when drawing – draw a person, tap tap, drawing vehicles.
- Use a range of small tools, including scissors, paintbrushes and cutlery –cutlery in role play, different tools in the playdough. Saws and peelers during forest school. Scissors and cardboard saws free access.
- PE – Attack v Defence, Games for Understanding – Vocabulary Attacker, defender, space, rules, tagging tag, sharing

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Communication & Language

- Describe events in some detail – story related or during news time/carpet sessions
- Engage in story time – Answering questions, telling us which part they enjoyed, talking about the characters – story time takes place in the afternoon when they eat snack.
- Listen to and talk about stories to build familiarity and understanding – snack/story
- Learn new vocabulary – countries in the world, modes of transport, different foods from different countries, traditions from different countries
- Ask questions to find out more and to check they understand what has been said to them
- Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate- throughout the day
- Hold conversation when engaged in back and forth exchanges with their teacher and peers -throughout the day
- Articulate their ideas and thoughts in well-formed sentences – daily conversations
- Connect one idea or action to another using a range of connectives – daily conversations/VIP/carpet time
- Listen carefully to rhymes and songs, paying attention to how they sound – line up times/carpet session
- Engage in non-fiction books – maps, information books,
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary – carpet sessions PowerPoints

Personal Social and Emotional

- See themselves as a valuable individual – during carpet sessions and during the day knowing that their contributions are valued. Daily affirmations, we discuss what they mean
- Show resilience and perseverance in the face of challenge - being encouraged to do their very best and not to give up. Learnt within the school day and through school values.
- Manage their own needs – Children are encouraged to put their own jumpers and coats on. Manage their own personal hygiene; Blowing their nose, washing hands before snack and lunch. Flushing the toilet, washing hands and putting paper towels in the bin. Looking after our own belongings; coats, jumpers, bookbags, water bottles, PE kits and forest school kits
- Consider the feelings of others – Kind words, daily kindness activities (kindness calendar)
- Health and wellbeing – sensible amounts of screen time, breathing techniques and yoga
- Being a safe pedestrian – talk about it but also go on a walk around the village talking about safety
- Explain the reasons for rules, know right from wrong and try to behave accordingly – school rules/values, making the right choices
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge – daily affirmations, daily challenges, encouraging children to try/do things themselves
- Vocabulary – fair, unfair, share, care, similar, different, same, consequences, helpful, rules, kind, gentle, responsibility, decision, view, opinion, compromise, discuss, compliment, emotion, positive, proud, challenge,

Understanding the World

- Talk about the lives of the people around them and their roles in society – daily chat
- Understand the effect of changing seasons on the natural world around them – Forest school sessions on Spring/Summer. Observing weather on a daily basis before our 10-minute run. Observing progress of vegetables
- Describe what they see, hear and feel whilst outside – VIP free flow, daily weather observations, forest school sessions.
- Explore the Natural World around them - Children have opportunities throughout the day to explore the natural world as well as during Forest school sessions. Make observations about flowers, insects
- Draw information from a simple map – using maps during carpet sessions and maps in VIP time
- Recognise some similarities and differences between life in this country and life in another country – Links with Nepal, looking at different countries around the world
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class – Elvington Air Museum Trip
- Recognise some environments that are different to the one in which they live – Close links with Nepal. Observe when looking at the country of the week
- Understand the importance of caring for animals- looking after our environment: looking after the snails, tortoises, flowers and vegetable. School grounds litter pick.
- Explore the natural world around them, making observations and drawing pictures of animals and plants – VIP time, using different media.
- Vocabulary
- RE – What is special about our world and why? Vocabulary – Christian, Muslim, Jewish (Jew)