**Summer 2025**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 1**    **21st April** | **Week 2**    **28th April** | **Week 3**    **5th May** | | **Week 4**    **12th May** | | | **Week 5**    **19th May** | |  |  |  |  | **Week 1**    **2nd June** | | **Week 2**  **9th June** | **Week 3**    **16th June** | **Week 4**    **23rd June** | **Week 5**    **30th June** | | **Week 6**    **7th July** | | **Week 7**  **14th July** | |
| **Theme – Out Door Learning** | | | | | | | | | | | |  | **Theme – Where We Live & Changes** | | | | | | | | | | |
| **Bank Holiday Monday** |  | | **Bank Holiday Monday** | | |  | |  |  |  |  |  | **EID celebration – Friday 6th** |  | | **Trip to WSM** |  | |  | |  | | **Transition Days** |
| **RWV – Where We Belong** | **Bun on the Run** | | **Bun on the Run** | | **Stanley Stick**  **CLASS** | | | **Stanley Stick**  **FOREST** |  |  |  |  | **Martha Maps it out** | **Martha Maps it out** | | **Beach Trip Preparation** | **Beach trip Recount** | | **Super Duper You** | | **Super Duper You** | |  |
| **Discovery Focus:**  ***PRIME – Working Together***  **(R)** Build constructive and respectful relationships.  **PSHE – Sense of Self**  (R) Children will know to use the calm corner when they are feeling Upset/angry.  (R) Children will learn to identify and talk about what they can do well and what they are getting better at  ***UW – Past and Present* and where we live**  (R) To observe the growth of seeds and talk about changes  (R) To know how to care for growing plants  (R)Children will look at how a caterpillar changes over time  (R)To learn about lifecycles of plants and a butterfly  (R)Children will observe changes and growth of plants and butterflies.  ***EAD***  ***Music***  ***(R)*** Children in Reception will build their repertoire of rhymes/songs.  (R) Begins to match a Pitch.  (R)Can distinguish instruments that make a high and low sound.  **Dance**  (R)Watch and talk about dance and performance art, expressing their feelings and responses.  **Roleplay**  Begins to make appropriate use of props and materials when creating and developing their own storylines.  ***Talk Focus***  Learn new vocabulary    Use new vocabulary  through the day    Children will know  and retell ‘The Bun on the Run’ and ‘Stanley Stick’     To talk about why  things happen.    To talk in sentences using a range of tenses   Children will express  ideas using past and  present tense.    **Literacy Focus**: Based on termly books – focus on writing cvc words and simple sentences linked to phonics sounds covered to date    **Maths Focu**s:    N – Building numbers beyond 10. Counting patterns beyond 10  MSST – Spatial reasoning, match, rotate, manipulate.  **Forest School Focus:**  Spring/Summer Change  (R) Understand the effect of changing seasons on the natural world around them.  Children will know the names of the 4 seasons and weather associated with them.  Children will observe how a tree has changed over the 4 Seasons.  **PE Focus for Discovery:**  Unit 1 – Cognitive – Focus – Shape – Travel  **RWV** – What is special about our world? | | | | | **Discovery Focus:**  ***PRIME – Active Learning***  **(R)** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  **PSHE – Sense of Self**  (R) Children will learn to verbally express when they are feeling excited.  (R)Children will know how to express their opinion and understand it is okay to have a different opinion to their friends  ***UW – Past and Present* and where we live**  (R) To observe the growth of seeds and talk about changes  (R) To know how to care for growing plants  (R)Children will look at how a caterpillar changes over time  (R)To learn about lifecycles of plants and a butterfly  (R)Children will observe changes and growth of plants and butterflies.  ***EAD***  ***Music***  ***(R)*** Children in Reception will build their repertoire of rhymes/songs.  (R) Begins to match a Pitch.  (R)Can distinguish instruments that make a high and low sound.  **Dance**  (R)Watch and talk about dance and performance art, expressing their feelings and responses.  **Roleplay**  Begins to make appropriate use of props and materials when creating and developing their own storylines.  ***Talk Focus*** – Building sentences (With support of colour semantics) and prepositions  **Literacy Focus**:  Based on termly books – focus on writing cvc words and simple sentences linked to phonics sounds covered to date  **Maths Focus**:  N – Adding more, taking away  MSST – Spatial reasoning, compose and decompose.    **Forest School Focus:**  Spring/Summer Changes  (R) Understand the effect of changing seasons on the natural world around them.  **PE Focus for Discovery:**  Unit 1 – Cognitive – Focus – Shape – Travel | | | | | | |  | **Discovery Focus:**  ***PRIME – Resilience***  (R) Show more confidence in new social situations.  ***PSHE – Sense of self***  (R)Children will know how to resolve a problem by talking it through with a friend or adult.  ***UW – People Culture and Communities***  (R) Recognise that people have different beliefs and celebrate special times in different ways.  (R) Explore the natural world around them.  (R) Understand that some places are special to members of their community.  (R)Children will know that this time of year is Summer.  (R)Children will know that some animals can live underwater.  (R)Name baby animals and mothers  (R)To harvest grown fruit and vegetables  (R)Children will know the 5 senses  (R) Children will identify similarities and differences between life in Bristol and life at the seaside. Trip to Western  (R) Draw simple maps from imaginary story settings they are familiar with.  (R) Children will learn how to follow and make their own simple maps of the local area.  ***EAD***  ***Singing -*** Children in Reception will build their repertoire of rhymes/songs.  Listens attentively, move to and talk about music, expressing their feelings and responses.  **Dance**  Begins to develop their own movements and ideas  **Roleplay**  Independently makes appropriate use of props and materials when creating and developing their own storylines.  ***Talk Focus*** –  Children will know  and use vocabulary  linked to their theme our local area.  To engage in nonfiction books.  Use talk to help work out problems and organise thinking and activities, and to explain how things  work and why they might happen.    Use new vocabulary  throughout the day    Children will know  and retell their topic book.    Children will know and use vocabulary  linked to their theme changes.    **Literacy Focus**:   Based on termly books – focus on writing cvc words and simple sentences linked to phonics sounds covered to date  **Maths Focus**:  N – Doubling, sharing, grouping, even and odd  MSST - Spatial reasoning, visualise and build.  **Forest School Focus:** Summer  (R) Describe what they see, hear and feel whilst outside in the summer  **PE Focus in Discovery:** Unit 1 – Real Dance – Solo and a partner shapes    **PE** – Sports day – Week 2? | | | | **Discovery Focus:**  ***PRIME – Consolidation***  (R) Play with one or more other children, extending and elaborating play ideas  ***PSHE – Sense of self***  (R) Children will know how to overcome challenges, using books such as ‘The Most Magnificent Thing’  (R) Children will learn to manage their own conflict.  ***UW – People Culture and Communities***  (R) Recognise that people have different beliefs and celebrate special times in different ways.  (R) Explore the natural world around them.  (R) Understand that some places are special to members of their community.  (R)Children will know that this time of year is Summer.  (R)Children will know that some animals can live underwater.  (R)Name baby animals and mothers  (R)To harvest grown fruit and vegetables  (R)Children will know the 5 senses  (R) Children will identify similarities and differences between life in Bristol and life at the seaside. Trip to Western  (R) Draw simple maps from imaginary story settings they are familiar with.  (R) Children will learn how to follow and make their own simple maps of the local area.  ***EAD – Collaborative Work***  (R) Create collaboratively, sharing ideas, resources and skills.  ***Talk Boost Focus*** – Careful listening and building longer sentences and quantity.    **Literacy Focus**:  Based on termly books – focus on writing cvc words and simple sentences linked to phonics sounds covered to date  **Maths Focus**:  N – Deepening understanding, patterns and relationships.  MSST – Spatial reasoning – mapping  ***EAD***  ***Singing -*** Children in Reception will build their repertoire of rhymes/songs.  Listens attentively, move to and talk about music, expressing their feelings and responses.  **Dance**  Begins to develop their own movements and ideas  **Roleplay**  Independently makes appropriate use of props and materials when creating and developing their own storylines.  **Forest School Focus:** Summer   (R) Describe what they see, hear and feel whilst outside in the summer.  **PE Focus in Discovery:**  Unit 1 – Real Dance – Solo and a partner shapes | | | | | | |
| **Oracy Focus:** | | | | | | | | | | | | | | | | | | | | | | | |