

Mathematics

Maths Mastery (Number)

- Counting - larger sets and things that cannot be seen
- Subitising - to 6, including in structured arrangements
- Composition - '5 and a bit'
- Composition - of 10
- Comparison - linked to ordinality
- Play track games
- Subitise to 5
- Introduce the rekenrek
- Automatic recall of bonds to 5
- Composition of numbers to 10
- Comparison
- Number patterns
- Counting

White Rose (Shape, Space and Measure) Selecting shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes, 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, patterns and relationships.

Expressive Arts and Design

We will use seeds/beans to make musical instruments and for collage work.
We will sing gardening songs and calypso mini-beast music.
Children will print with fruit and vegetables.
They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Singing songs and action rhymes.
Using a variety of art materials, children to make junk model emergency vehicles, card police cars, handprint fire engines, road signs.
Create a 'People Who Help Us' role-play area to inspire the children to use new vocabulary.
Paint People Who Help Us and their vehicles.
Design road maps for emergency vehicles to travel on to get to an emergency.

Communication and Language

Children will use past, present and future forms accurately when talking about events. They will develop their own narratives and explanations by connecting ideas or events
To talk about people doing different jobs e.g. postman/lady, bin man/lady, cleaner, plumber.
What jobs do people do at home and at school?

Physical Development

We will have climb time on the adventure playground.
We will learn to ride the scooters and balance bikes.
Children will form recognisable letters when writing.
Children will continue to develop their fine motor skills e.g. in the play dough area, dough disco, at the finger gym area using pipettes and tweezers.
Children will learn about keeping clean, washing hands and staying healthy.
They will practise balancing and moving over, under and through.
Children will join in Parachute games.
We will use simple tools to effect changes to materials.
We will be showing increasing control over pushing, patting, throwing catching and kicking.
Children will use the outdoor equipment to build different types of transport.
Weekly PE Lessons - Skipping/Athletics (Twinkl) See PE Folder.
Talking to the children about the importance of physical activity and good health. Dental hygiene.
Choose a selection of People Who Help Us cards to create a movement game.
Around the outside environment, draw some fires using chalk. Then, provide children with spray bottles filled with water.
Create an obstacle course in the outside area for children to complete firefighter training.
Children to complete a fitness routine!
Draw chalk ladders on the ground, children count as they jump up the ladders.

Personal, Social and Emotional Development

We will care for plants and each other.
Reception will learn about telling the truth - looking at why Jack told his Mum a lie / Were Hefty Hugh and Lefty Len doing the right thing?
We will learn about Staying safe in the Summer weather.
We will work together as a Reception class when tidying up.
Reception will read 'Eat your peas' and learn about staying healthy - finding out what we enjoy and what we dislike.
We will continue to develop sharing skills in small groups through games and activities.
Challenge the children to work together in groups to build an emergency services vehicle.
Ask the children if they can think of anyone who helps them and how it feels to have people who help and care for them.
Choose a group of children to be helpers each day. The helpers help other children during the day, such as handing out fruit.
Talking about teeth brushing and who helps us with our teeth.

Understanding the World

We will grow our own food and plant seeds.
Children will grow cress caterpillars. They will take part in a Jack and the Beanstalk competition at home.
We will experiment with what a plant needs to survive.
Label parts of a plant.
Children will taste cooked and raw vegetables.
We will notice changes in the seasons - Summer
We will go on a mini beast hunt / sort mini-beasts.
Using apps on the I Pads and accessing games on the Clever Touch Boards.
Discuss the [Florence Nightingale PowerPoint](#) to inspire discussions about the job of a nurse in the past and present.
If any child has a family member who works in a profession who helps others, encourage them to share photos and talk about the job their family member does.
What do you do in an emergency? Ring 999.

Explorers Outdoors! Summer Term 2026



RE Themes

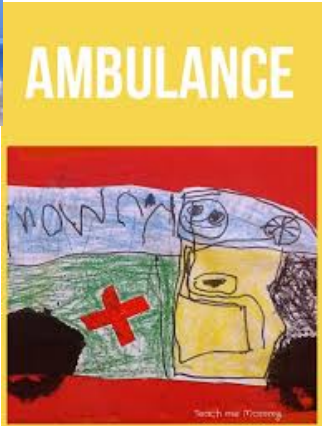
Good News,
Ascension, Friends,
Our World

Literacy

Children will be reading and understanding simple sentences that they have read.
We will be reading books linked to exploring outdoors e.g. What the Ladybird Heard, Jack and the Beanstalk, Oliver's Vegetables, Vegetable Glue.
Children will be writing for a purpose. They will use their phonic knowledge to write words and begin to form simple sentences, which can be read by themselves and others
They will be recognising and writing their name.
Children will be writing for a purpose. They will use their phonic knowledge to write words and begin to form simple sentences, which can be read by themselves and other people. Write cvc and cvvc words. Writing tricky words.
Holds a pencil effectively to form recognisable letters.
We will have daily Bug Club Phonics sessions to develop reading and writing skills.
Vocabulary Ninja - developing vocabulary.
Other suggested stories: Charlie the Firefighter, Mog and the Vet, Emergency! Real Superheroes, All through the Night, The Jolly Postman.
Create a class book all about 'People Who Help Us'. The children choose which profession to write about and draw a picture.
Add a phone and notebooks to the classroom. The children can pretend to ring a vet's surgery and use their phonic knowledge to write down messages for the vets.

Additional Information:

We also follow children's interests throughout topic planning, Visitors into school, Duck eggs arriving 24.04.23, Forest School, End of Year School Trip 19.07.23, Prayer, Stay and Play 03.05.23.
****Separate MTP for Lifecycles for the ducklings.**
****People Who Help Us feeds through as a topic in MTP.**



3
Most Activity Challenged!
 Keep very still until a fly comes close, then... grab it!



4
Most Activity Challenged!
 Slither so slowly like a snail... Slither Slither



7
Most Activity Challenged!
 Fly so fast like a speedy dragonfly!



8
Most Activity Challenged!
 Fly as quietly as you can... like a butterfly!

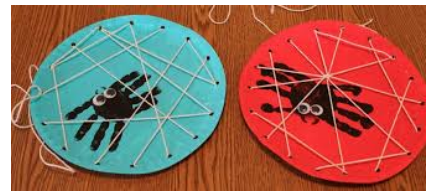
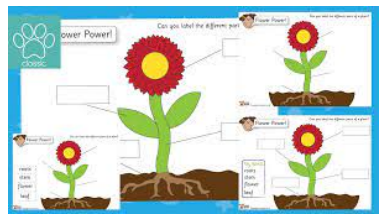


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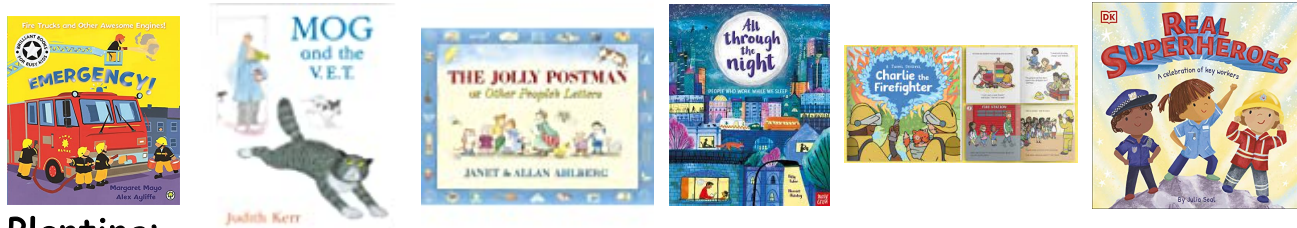
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**Suggested books:
People Who Help Us:**



Planting:



Mini-beasts



Summer:



Links to Curriculum

Literacy

To begin to use capital letters and full stops. To write sentences which can be read by others. To write recognisable letters, most of which are correctly formed. To write for a purpose e.g. postcards, recounts, diary entries etc. To continue to independently write words linked to Bug Club Phonics. To write diary entries. To write simple stories. To write some common irregular words. To incorporate digraphs/trigraphs when writing. To develop phonic knowledge to write words in ways which match spoken sound. To spell words correctly and others are phonetically plausible. To write with increasing independence, writing through a wide range of activities. To use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

To read words linked with Bug Club. To read written work such as diary entries. Sentences and stories. To know about new words and developing and using new vocabulary. To use phonic knowledge to read regular words. To segment the sounds in simple words and blend them together. To read some common irregular words. To show understanding when talking with others about what they have read. To engage with Year 6 reading buddies. To read a decodable book. To take part in 1:1 reading. In school weekly library visits. To continue a rhyming string and identify alliteration. To begin to segment the sounds in simple words and blend them together, To begin to link sounds to some frequently used digraphs/trigraphs. To begin to read some tricky words. To break the flow of speech into words, to hear and say the initial sound in words. To develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet. To show understanding when talking with others about what they have read. To take part in guided reading. To retell stories. To understand the structure of stories. To identify characters. To know the role of an illustrator and author within a story.

Personal, Social and Emotional Development

Focusing on resilience. Growing and changing. Seasons. Life stages, plants, animals, humans. Being kind to living creatures. Taking care of animals - ducklings/butterflies. How to take steps to resolve conflicts with other children by negotiating and finding a compromise. To continue to seek adult support, articulating their wants and needs. To begin to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. To have a clear idea about what they want to do in their play and how they want to go about it. To continue to follow behavioural expectations and sensitive to ideas of justice and fairness. To understand their own and other people's feelings, offering empathy and comfort. Continue to develop the ability to play co-operatively, taking turns with others. Transition into Year 1 - Year 1 readiness. To develop particular friendships with other children. To continue being flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. To take steps to resolve conflicts with other children by negotiating and finding a compromise. To describe their competencies, what they can do well and are getting better at. To have a clear idea about what they want to do in their play and how they want to go about it. To talk about their own and others' feelings and behaviour and its consequences. To be able to manage their feelings and tolerate situations in which their wishes cannot be met. Is aware of behavioural expectations and sensitive to ideas of justice and fairness.

Expressive Arts and Design

Use role play to show how 'People who Help Us'. Selects appropriate resources and adapts work where necessary. Know the different uses and purposes of a range of media and materials. Safely construct with a purpose and evaluate their designs. Explore how colour can be changed. Produce a piece of artwork using an artist's style as a stimulus. To make music and dance, and experiment singing songs, making music and dance, and experimenting with ways of changing them. To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. To use different forms of art to communicate feeling and opinions; e.g. drama, movement, dance, and music. To carry on introducing a storyline or narrative into their play. To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. To respond imaginatively to different art forms and sharing their opinions on them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. To continue to build a collection of songs and dances. To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. To create representations of both imaginary and real life ideas, events, people and objects. To continue playing cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Share their creations, explaining the process they have used.

See White Rose Hub Planning for Maths

Physical Development

Use a pencil effectively to form recognisable letters, most of which are formed correctly. Continue to develop fine motor strength. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Balance Core muscle strength. Jumping and landing. Awareness of space. Follow the rules of a game. To develop increasing control over an object in pushing, patting, throwing, catching or kicking it. To develop an understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. How and why we need to eat a healthy range of foodstuffs and understands need for variety in food. To continue to understand the need for safety when tackling new challenges, considering risks more independently. To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control and intention. Show good control, confidence and coordination in large and small movements. Threading, cutting, weaving, playdough. Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as unifix, mobilo or Lego. To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To take part in sports day activities and challenges. To understand physical changes on the body that can occur when feeling various emotions. To show some understanding of good practices with regard to exercise, eating, drinking water, sleeping hygiene and oral hygiene can contribute to good health to show understanding of the need for safety when tackling new challenges.

Understanding the World

Talk about the life cycle of plants, animals and humans. To identify what plants, animals and humans need to survive. Explore a range of habitats, looking at why the animal lives like that. Know that humans and other animals can grow. Experience the life cycle of a duck. Revisit the human life cycle and identify how far we have come since starting school. To identify weather and seasonal changes. Continue to identify and address any risks through health and safety officer opportunities. Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Know that some foods are unhealthy. Sort healthy and unhealthy foods. Signs of summer and talk about how summer is different/same as the other seasons. Take responsibility to support risks within environment. Sings familiar songs (weekly music). Uses available resources to create props or creates imaginary ones to support play. Creates representations of both imaginary and real-life ideas, events, people and objects. Use the internet with adult supervision to retrieve information. Draw, record and take videos on screen.

Communication and Language

To use vocabulary learnt to have a conversation with others. To engage in meaningful conversations with others. To listen to talk about stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions. To listen and respond to ideas expressed by others in conversation or discussion. To continue to learn how to express ourselves effectively, showing awareness of listeners' needs. To articulate a life cycle.