

Year R Summer 1 – Overview

Minibeasts

Why do spiders eat flies?

Subject	Focus
Communication and Language	Children will begin to explain how things work and predict what might happen. They will use talk to help work out problems and organise their thinking. Children describe minibeasts and learn about the life cycle of a butterfly. They ask and answer how and why questions about stories and events. They learn and understand new vocabulary by using it in different contexts.
Literacy	**Shared Texts:** The Very Hungry Caterpillar (Eric Carle), What the Ladybird Heard (Julia Donaldson), Anansi the Spider (African folklore), Matisse's Magical Trail (Tim Hopgood) and a selection of minibeast poems (hearing rhyming words). **Reading**: Children read some letter groups (digraphs and trigraphs) that each represent one sound and say sounds for them. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words (tricky words). **Comprehension:** Children retell stories in the correct sequence and draw on language patterns of stories. They say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and explain why. They independently access the features of a non-fiction book. Their play is influenced by the experience of books. They begin to know the difference between different types of texts (fiction, nonfiction, poetry). **Writing**: Children continue to use their phonic knowledge to write words in ways that match their spoken sounds. They begin to write simple sentences, remembering spaces between words and a full stop. **Phonics**: **Little Wandle Letters and Sounds Revised.** The children are working on consolidating Phase 3. Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today **Reading Scheme**: Little Wandle.
Mathematics	**White Rose Maths** Children consolidate key skills: subitising, counting, matching and sorting, comparing and ordering, and composition of numbers to 10. They count reliably with numbers from one to 20 as well as order numbers. They develop spatial reasoning through looking at shapes by naming, matching and rotating some 2D shapes.
Physical Development	Children show good control and coordination in large and small movements. They handle a pencil correctly, forming most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children will explore different ways of using their feet to move with a ball. They will explore what happens when they kick a ball using different parts of their feet. They will begin to understand how to control a ball.
Personal, Social and Emotional Development	Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They understand the rules and positive behaviour including sharing and taking turns with others. They listen attentively and respond appropriately to others. They learn how to respect and take care of small creatures.
Understanding the World	Children will plant seeds and care for growing plants. They will understand the key features of the life cycle of a plant and an insect. They will begin to understand the need to respect and care for the natural environment and all living things. They will explore the natural world around them and draw information from a simple map.
Expressive Arts and Design	Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. Sing a range of well-known nursery rhymes and songs. They will create a dance in response to music.
RSHE	**Keeping Safe -** Children learn practical ways to keep safe inside and out, including body privacy using the PANTS message from the NSPCC. Children learn about medicine safety and the people who can help them in emergencies.

RE – New Life

The children will be learning about new life. They will hear the story of Easter and know that we celebrate because Jesus rose from the dead. They will learn about the story of the empty tomb and learn that Jesus appeared to his disciples.-The children will begin to understand the special gift of joy and peace that Jesus gave to his friends (John 20: 19-21) and can give to us as well. They will hear the story of Jesus going back to his Father and learn that one day we shall hopefully go there too.

At home you could help your children by:

- planting an Easter garden
- looking for signs of new life
- practise the Sign of the Cross, 'Our Father' and 'Hail Mary'
- encouraging them to write their own prayers

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Grow the code grapheme mat — Phase 2, 3 and 5

									
s ss c se ce st sc	t tt	p pp	n nn kn gn	m mm mb	d dd	g gg	c k ck cc ch	r rr wr	h
									
b bb	f ff ph	l ll le al	j g dge ge	v vv ve	w wh	x	y	z zz s se ze	qu
									
ch tch ture	sh ch ti ssi si ci	th	ng	nk	a	e ea	i y	o a	u o-e ou

Grow the code grapheme mat — Phase 2, 3 and 5

					yoo		
ai ay a a-e eigh aigh ey ea	ee ea e e-e y ey	igh ie i i-e y	oa o o-e ou oe ow	oo ue u-e ew ou ui	ue u u-e ew	oo u* oul	ar a* al*
						zh	
or aw au aur oor al a oar ore	ur er ir or	ow ou	oi oy	ear ere eer	air are ere ear	su si	

*depending on regional accent