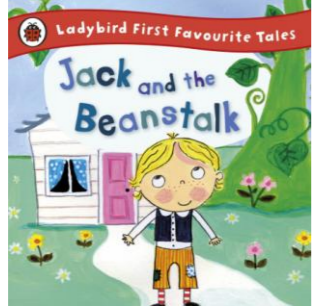
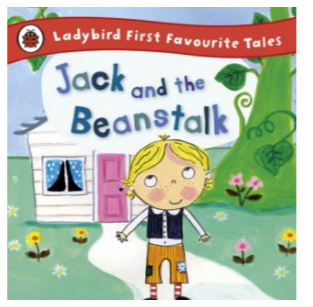
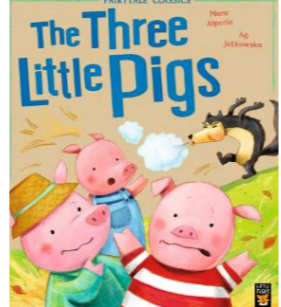
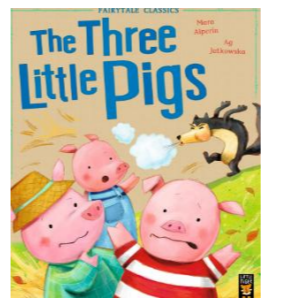
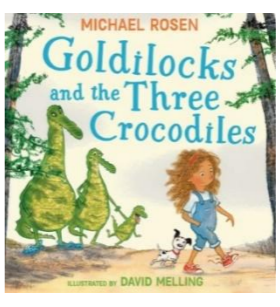
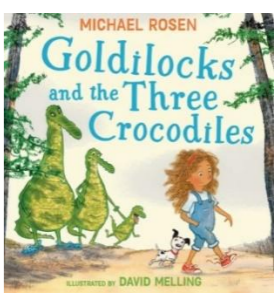


## Summer 2 – Can you tell me a story?

|   | Week 1<br>13 <sup>th</sup> – 17 <sup>th</sup> Apr  | Week 2<br>20 <sup>th</sup> – 24 <sup>th</sup> Apr   | Week 3<br>27 <sup>th</sup> – 1 <sup>st</sup> May   | Week 4<br>5 <sup>th</sup> – 8 <sup>th</sup> May   | Week 5<br>11 <sup>th</sup> – 15 <sup>th</sup> May  | Week 6<br>18 <sup>th</sup> – 22 <sup>nd</sup> May   |
|---|--|---|--|---|--|---|
| Special Celebrations                      | 18 <sup>th</sup> World Circus Day  | 22 <sup>nd</sup> Earth Day<br>23 <sup>rd</sup> St George's Day  |  |   | 12 <sup>th</sup> International Nurses Day  | 20 <sup>th</sup> World Bee day  |
| Book focus                                |   |   |   |    |   |    |
| Weekly theme                              | Plants/Growing   | Plants/Growing  | Three Little Pigs  | Three Little Pigs   | Twisted Fairytales   | Twisted Fairytales  |
| Wow moments                               |  |   |  | Library Visit   |  |   |
| Phonics                                   | Short vowels CVCC<br>Tricky words: said so have like   | Short vowels CVCC CCVC<br>Tricky words: some come love do   | Short vowels CCVCC, CCCVC, CCCVCC<br>Tricky words: were here little says   | Longer words, compound words<br>Tricky words: there when what one   | Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est.<br>Tricky words: out today  | Assessment  |
| Literacy/CL                               | Write instructions for how to plant a seed.  | What does a plant need to grow?<br>Caption writing  | Create a story map of the three little pigs story. Add key words and labels to story map.  | Caption writing - Provide pictures from the story and encourage children to write simple captions about them.   | Can you create a storymap  | Can you write your own twisted fairytale?   |
| Maths                                     | Explore 3D shapes<br>-Recognise and name 3D shapes<br>-Find 2D shapes within 3D shapes<br>-Use 3D shapes for tasks<br>-Identify more complex patterns<br>-Copy and continue patterns<br>-Patterns in the environment                       | To 20 and beyond<br>-Build numbers beyond 10 (10-13)<br>-Continue patterns beyond 10 (10-13)<br>-Build numbers beyond 10 (14-20)<br>-Continue patterns beyond 10 (14-20)  | To 20 and beyond<br>-Verbal count beyond 20<br>-Verbal counting patterns<br><br>How many now?<br>-add more<br>-how many did I add?<br>-take away<br>-how many did I take away?   | Manipulate, compose and decompose<br>-select shapes for a purpose<br>-rotate shapes<br>-manipulate shapes<br>-explain shape arrangements  | Manipulate, compose and decompose<br>-compose shapes<br>-decompose shapes<br>-copy 2D shape pictures<br>-find 2D shapes within 3D shapes                               | Sharing and grouping<br>-explore sharing<br>-sharing<br>-explore grouping   |
| UtW                                       | Can you plant a seed?<br>Follow the instructions and plant a seed.   | What does a plant need to grow?<br>Can you investigate what a plant needs to grow?  | Can you explore different materials that the three little pigs build their houses with?  | Can you build a house strong enough to not fall when the wolf blows it?   | Explore floating and sinking – make predictions and test items.  | World Bee Day – Learn about bees and taste honey.   |
| Learning opportunities (CL, PSED, PD EAD) | CL – small world act out the story<br>PD – Can you act like the characters in the story – stamp around like the giant.<br>PSED - Explain to the children that the giant really is friendly, he just doesn't know how to make friends. What | PD – Play a game of “magic beans”<br>PSED - Invite the children to create a beanstalk using boxes and other loose parts. Can they work together and show resilience if their beanstalk falls down? How do they overcome problems? | CL/EAD – retell the story of the Three little pigs. Children to act out the story with props.<br>CL – Create questions to ask the wolf and have a Q&A session.<br>PD - Place three large pictures of the houses from the story in your outdoor area. Provide the | EAD/PD – create a wolf picture with different materials.<br>PSED - Discuss how kind the third little pig was, letting his brothers share his house. Can the children think of ways that they can be kind to each other and think about each other's feelings? | EAD – Make crocodile masks.<br>PD – play “crocodile, crocodile. What time is it?”<br>PSED – Talk about how the crocodiles are feeling in different parts of the story. | PSED – tasting porridge and turn taking.<br>PD – Porridge making station – mixing the porridge.<br>EAD – Create a collage using different materials of the crocodiles home. |

## Summer 2 – Can you tell me a story?

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | advice can they give the giant about being a good friend? |  | children with a range of balls and ask them to choose a house to aim for. Can the children accurately hit their chosen target? |  |  |  |
|--|---|--|--|--|--|--|