Barleyhurst Park Primary School

Intent

**Classe**: Lions Summer 1

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| **AREA OF LEARNING: Communication and Language**  | **Intent** |
| **Vocabulary**:. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions | **Listening skills:** Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. |
| **Vocabulary**: Sitting, listening, joining in, help. | **Attention skills:** Children are developing their attention skills to both listen and continue with an activity. |
| **Vocabulary**: Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. | **Responding skills:** Children keep play going by conversing and extending conversation. Children ask and answer questions. |
| **Vocabulary:** Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. | **Understanding skills:** Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understanding of questions through their talk and actions. |
| **Vocabulary:** I think, because, why, when, does, and, because, next, after that, let’s try, feelings, experience, went to, going to, please, thank you, | **Speaking skills:** Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. |
| **AREA OF LEARNING: Physical Development** | **Intent:** |
| **Vocabulary:.** Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. | **Gross motor skills:** Using equipment safely with consideration to others.Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. |
| **Vocabulary**: Scissors, small tools, tripod, fingers, draw, pencils. | **Fine motor skills:** Confidently using scissors and small tools.Beginning to use a tripod grip to draw and write accurately. |
| **AREA OF LEARNING: Personal, Social and Emotional Development** | **Intent:** |
| **Vocabulary:** Sorry, upset, sad, accident, help. | **Self-regulation (expressing feelings):**. Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidently or make someone else upset. |
| **Vocabulary:**. Listening, rules, following, safety (language relating to the behaviour policy) | **Self-regulation (behaviour):** Children will without question follows instructions from their teachers or school adults. |
| **Vocabulary:** Happy, good, like, proud, I can, better | **Managing self: Self-awareness, keeping healthy**: Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.. |
| **Vocabulary:** Like, dislike, why, explain, reason, resilience, try again, rule, road safety, directions, listen, next, after that. | **Independence skills:**. Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves. |
| **Vocabulary:** Do you, like, dislike, your turn, my turn, minutes, shall we | **Building relationships:** Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game. |
| **Vocabulary:** Teacher, peer, friends, class, nicely, turn taking, having a go.  | **Communication skills:**. Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication. |
| **AREA OF LEARNING: Literacy** | **Intent:** |
| **Vocabulary:** Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. | **Reading comprehension:** Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York. |
| **Vocabulary:** Digraph, read, sounding out, blending, tricky word, CVC, sound buttons, | **Word reading:** Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. |
| **Vocabulary:** Grapheme, phoneme, blend, sound, say, segment,digraph,trigraph | **Development of Phonics:**. Consolidate Phase 2 and 3 skills. Know trigraphs ear,ure. Read tricky words. Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge. Start to read CVCC, CCVC and CCVCC words. |
| **Vocabulary:** Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops. | **Development of writing:** Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. |
| **Vocabulary:** Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. | **Development of spelling:** Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. |
| **Vocabulary:** Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space | **Development of composition**: Write a simple sentence. Firstly focusing on including finger spaces. |
| **Vocabulary:** Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations. | **Development of handwriting:** Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words. |
| **AREA OF LEARNING: Mathematics** | **INTENT:** |
| **Vocabulary:** number, build, find, numeral names, ten, teen, touch count, , forwards, backwards, pattern, after, before, add, subtract, more, less, count on, count back | **Number and Numerical patterns:** build numbers beyond 10 (up to 20) using practical resources; match amount to numeral (10-20); count verbally to 20 and beyond; add and subtract using practical resources; record number sentences; add by counting on and subtract by counting back |
| **AREA OF LEARNING: Expressive Arts and Design** | **INTENT:** |
| **Vocabulary:** * Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary,
* Observe, copy, look, notice, shape, colour, lines, represent, flow
* Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades.
* Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference.
* Shapes, cut, colours, overlap, transparent
* Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour
* Joins, materials, 3D, sellotape, masking tape, glue stick, stronger, hold,
* Materials, textures, weaving, instructions, in and out, natural, manmade, pattern.
* Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper, independence, lines, follow.
* Join in, pretend, roleplay, retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school
 | **Music:** Singing a range of familiar nursery rhymes and songs- Journet from Grandpa’s – singing sometimes in tune.Talk about how music makes me feel.**Mark making and Drawing**: (Skill) Observational drawing - Show accuracy and care in their drawing.**Use of colour:** (Skill) Exploring shades of colour and how to make different shades.**Use of paint:** Experience) Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types.**Printing:** . Skill) Symmetrical printing - Pirates as inspiration.**Textiles and Materials:** (Skill) Weaving (natural and manmade materials)**Modelling and 3D work:** (Skill) Making own props to retell the story whatever next-space rocket**Cutting skills:** (Skill) Use scissors independently.**Imagination and Role-Play:** Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping |
| **AREA OF LEARNING: Understanding of the World****Vocabulary:*** Religion, faith, special, people, books, places, church, temple, mosque, synagogue, worship, feelings, similar, different
* Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.
* Same, different, similar, features, environment, hot, cold, care, look
* Maps, mapping, environment, features, landmarks, local area
* Questions, why, country, community, where I live, story, visitor, celebrations.
* Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air
 | Children know that you can find out information from different sources**R.E.:** They will learn about different religions, views and values through special places, books, people and objects and through school visits (Bridgebuilder assemblies)**Chronology/Past and Present:** Children recount an event that has happened.Event, special, what happened, then, next- When they travelled on a different mode of transport and where they went to. **Enquiry:** Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these (Old and new modes of transport).**Respect/People, Cultures and Communities:** Children can compare and contrast different places/objects. Children show respect to one another and to animals.**Mapping skills:** Development of scientific skill Children can draw information from a simple map and identify landmarks of our local area walk.**Scientific Skills and Knowledge:** Children can name parts of a plant and what it needs to grow. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change.  |