



Sycamore Class Summer Term

Key Dates:

For any updates or key dates
please check our newsletter and
school website.

The topics that we will be covering for this term are 'Toys' for the first half term (Summer Term 1) followed by 'Space and School Readiness' for the second half of the term (Summer Term 2).

We will use the following books as the main focus for this term:

Summer Term 1:

- 'Sorting Materials: Tough Toys, Soft Toys' by Sally Hewitt.
- 'Penguin' by Polly Dunbar.
- 'Dogger' by Shirley Hughes.
- 'Terrific Toys in the Past' by William Anthony.
- 'Izzy Gizmo and the Invention Convention' by Pip Jones.

Summer Term 2:

- 'Toys in Space' by Mini Grey.
- 'Whatever Next' by Jill Murphy.
- 'Alien's Love Underpants' by Claire Freedman.
- 'Alien Tea on Planet Zum Zee' by Tony Mitton.
- 'How to Catch a Star' by Oliver Jeffers.
- 'It's a Little Baby' by Julia Donaldson and Rebecca Cobb.
- 'When I'm Big' by Debi Gliori.



Our Goal is to plan topics that:

- Reflect the views and interests of our children
- Provide a starting point for discovery and investigation
- Introduce new ideas that will stimulate and excite
- Incorporate challenge and a desire to learn and are flexible

We will work towards achieving the following skills for each child by the end of the Summer term.

Home learning:

Home learning will be given out every **'Thursday'** and will be expected to be returned by the following **'Thursday'**.

Reading books will also be changed every **Thursday**.

Please ensure home learning and reading records/books are kept in your child's folder/bookbag.

Personal, Social and Emotional Development Emotional

- Show an understanding of their own feelings and of others, and begin to regulate their behaviour.
- Set and work towards simple goals, being able to wait for what they want.
- Be confident to try new activities and show independence, resilience and perseverance.
- Explain the reasons for rules, know right from wrong.
- Manage their own basic hygiene and personal needs.
- Work and play cooperatively and take turns with others.

Physical Development

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Communication and Language

- Make comments about what they have heard and experienced and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen.
- Express their ideas and feelings about their experiences using full sentences.

Literacy

- Demonstrate understanding of what has been read to them.
- Anticipate – where appropriate – key events in stories.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write simple phrases and sentences that can be read by others.

Mathematics

- Have a deep understanding of number to 10.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20.
- Compare quantities up to 10 in different contexts.

Understanding of the World

- Know some similarities and differences between things in the past and now.
- Describe their immediate environment.
- 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.

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.
- Invent, adapt and recount narratives and stories.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.