



This term we will be learning about, and preparing to celebrate, the Queen's Platinum Jubilee. We will explore the life and reign of our longest serving monarch and begin to understand the important role that she has played in recent British history. We will learn what a monarchy is and the role it plays in the UK. We will compare the lives of members of the royal family to our own looking for similarities and differences.

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| <p style="text-align: center;">Hook</p> <p>Our book centred curriculum puts high quality texts at the heart of our experiences and provide our starting point when learning about new topics.</p> <p>This term we will be reading books that enable us to learn about the life of Queen Elizabeth II as well as stories based where she is used as the central character including The Queen's hat, The Queen's handbag and The Birthday Crown.</p> | <p style="text-align: center;">Meaningful Experiences</p> <p>We will end the term with a whole school celebration of the Platinum Jubilee. As part of this celebration we will work with the rest of the school to make decorations and prepare the food for our 'street' party on the playground.</p> <p>Further to this we will create a portrait gallery to display our portraits of the Queen as well as our portraits of significant people in our own lives and share this with our families.</p> | |
| <p style="text-align: center;">Big Questions</p> <p>What is a monarchy and what does it mean to be 'royal'?</p> <p style="text-align: center;">Who is Queen Elizabeth II?</p> <p>What is a Platinum Jubilee and why are we celebrating?</p> | <p style="text-align: center;">Links to our vision- 'Caring for others and courageously striving for excellence'</p> <p>We will work together as a school community to prepare for a whole school celebration.</p> <p>We will learn about the wider community and the roles of people in society.</p> <p>We will learn about the role the royal family has in supporting and caring for others through their work with charitable organisations and consider how we can make a contribution to caring for the wider community.</p> | <p style="text-align: center;">Links to learning behaviours</p> <p><i>Aspiration - We will challenge ourselves to take control of our own learning and try new activities through the 'Rainbow Challenge'.</i></p> <p><i>Curious - We will ask questions about changes seen over time as we explore the role of the Queen in British history.</i></p> <p><i>Community-Minded - We will take part in a whole school event working alongside the rest of the school to plan and prepare for the day.</i></p> <p><i>Independent - We will complete more activities on our showing independent applications of skills we have been practising together.</i></p> |

| Summer 1 | | | |
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| Communication and Language | Personal, social and emotional development | Physical Development | Literacy |
| <p>To develop our communication and language skills we will:</p> <ul style="list-style-type: none"> • Listen attentively to stories and talk about the main characters and events. • Retell familiar stories using language acquired from the story. • Imagine conversations between characters and discuss their actions, motives and feelings. • Create our own stories and narratives based upon stories we have read by creating our own story about the Queen. • Sing rhymes and listen to poems about Kings and Queens. <p>We will read a range of books related to the topic of royalty including traditional tales depicting the lives of Kings and Queens.</p> <p>Our Focus Texts: Weeks 1: Little Elizabeth: The young princess who became queen. Weeks 2 - 4: The Queen's Hat and The Queen's handbag. Week 5: There once is a Queen: A poetic celebration of Queen Elizabeth II.</p> <p>We will also share a daily 'big book' to develop our comprehension skills. We will explore the meaning of new words that we encounter in these books as well as subject specific vocabulary.</p> <p>During conversations and discussions, we will continue to develop our speaking skills with a focus on using full sentences that include a range of connectives to link our ideas and justify our opinions.</p> | <p>To develop our personal, social and emotional skills we will:</p> <ul style="list-style-type: none"> • Continue to develop our self-regulation skills using the zones of regulation. • Challenge ourselves to try new things and take control of our own learning through completing 'Rainbow Challenge' activities. • Continue to value the similarities and differences we have with others as we develop our relationships with our peers. • Continue to share and take turns with others as we play games and complete activities collaboratively. • Discuss and talk about factors that contribute to our own health and wellbeing as well as that of others as we engage in our circle time topic, 'Being my best'. | <p>To develop our physical skills we will:</p> <ul style="list-style-type: none"> • Demonstrate our fine motor skills by using a pencil to create detailed pictures to convey our thoughts and ideas. • Use our fine motor skills whilst engaging in a range of activities including threading, woodwork, pouring, stirring, using spray bottles, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials. • Use scissors with increasing precision and control during creative activities. <p>We will continue to focus on developing an accurate, fast and efficient handwriting style through daily practise of this skill. We will work on starting letters in the right place so that they are correctly formed as well as developing a consistent letter size that shows an awareness of ascenders and descenders. We will begin to learn the correct formation of capital letters.</p> <p>In our P.E lessons we will be developing our ball skills including throwing, catching, kicking, passing, batting, and aiming. We are aiming to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p>To develop our Literacy skills we will:</p> <p>Write sentences for a range of purposes including:</p> <ul style="list-style-type: none"> • Writing a letter to the Queen congratulating her on her Platinum Jubilee. • Creating a simple factfile about Queen Elizabeth II. • Retelling the story 'The Queen's hat'. • Creating a character description of the 'villain' in our own version of 'The Queen's handbag'. • Planning and writing our own story imagining what would happen if the queen visited Long Wittenham. <p>The skills we will be working on include:</p> <ul style="list-style-type: none"> • Using our phonic knowledge to segment words to spell them. • Spelling some key words correctly e.g. I, the, he, she and my. • Leaving spaces between words. • Ensuring we can read our writing and that it can be read by others. • Showing an awareness of when to use a capital letter and full stop. <p>In Phonics we will:</p> <ul style="list-style-type: none"> • Consolidate our knowledge of digraphs so that we read words containing them with increasing automaticity. • Begin to read words containing adjacent consonants e.g. smash and chest. • Read words containing the suffixes 'ing', 'ed' and 'est' e.g. helped and softest. |

| Maths | Understanding the World | Expressive arts and design | How can you help at home? |
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| <p>To develop our maths skills we will:</p> <p>Continue to reinforce our knowledge of numbers beyond 10 and our understanding of the number system by counting beyond 10 as part of our everyday routines.</p> <p>Consolidate what we know about doubling and sharing by solving problems involving these concepts.</p> <p>Explore patterns within our number system by learning how to identify odd and even numbers.</p> <p>Solve problems involving addition and subtraction facts within 10 using the model of first, then and now e.g. First there were 4 people on the bus. Then 2 more got on. Now there are 6 people on the bus.</p> <p>We will extend this to include problems where the 'first' is unknown e.g. I had some sweets. Then I added 5 more. Now I have 8. How many did I start with? As well as when the 'then' is unknown e.g. First I had 3 cubes. Now I have 5 cubes. What did I do?</p> <p>As part of our maths target system we will continue to practise rapid recall of number bonds and the composition of each number to 10.</p> | <p>This term we will be focussing on the past and present and people and communities strands of understanding the world. We will focus on important people and historical changes as well as learning about important places and landmarks in the UK.</p> <p>To develop our skills in this area we will:</p> <ul style="list-style-type: none"> • Create a timeline of the key events in the life and reign of Queen Elizabeth II. • Explore the Queen's childhood using the book 'Little Elizabeth: The young princess who became queen' and compare this with our own. • Create a royal family tree to learn about the different members of the royal family. We will compare this to our own. • Explore London and its key landmarks whilst reading 'The Queen's hat'. • Explore other key landmarks in the UK whilst reading 'The Queen's handbag'. • Create a map of the key landmarks in Long Wittenham whilst creating our own version of the story. <p>We will also be exploring the question 'What can we learn from stories?' during our R.E lessons and considering stories that contain a message and how this relates to religious teachings.</p> | <p>This term we will be using our artistic skills to become portrait artists. We will use a range of techniques including drawing, painting, collage and photography.</p> <p>To develop our skills in this area we will:</p> <ul style="list-style-type: none"> • Explore portraits of different Kings and Queens. • Explore portraits of Queen Elizabeth II comparing and contrasting them. • Create our own portraits of the Queen the different techniques outlined above. • Choose an important person in our own lives to create a portrait of using our preferred technique from the range we have explored. <p>In preparation for our whole school tea party we will create decoration and table settings as well as exploring healthy food choices when we create the menu for the party.</p> <p>We will also have the opportunity to use our imagination and role play skills in our castle role play area as we pretend to be kings, queens, princes and princesses as well as palace guards and knights.</p> <p>In music our main song this term is 'Big Bear Funk'. We will learn to sing this song and perform this song as well as experimenting with different instruments to create an instrumental accompaniment to it.</p> | <p>Read daily - It is vital that you are reading with your child daily at home. This daily practice is key to support your child's progress in reading. Please record when you have read with your child in their reading diary.</p> <p>Share your child's 'sharing book' with them picking out key vocabulary and talking about the story to develop their comprehension skills.</p> <p>Support your child with their maths homework particularly reinforcing the number bonds to 5.</p> <p>Share stories that contain kings and queen and talk about the main characters and events.</p> <p>Create your own family tree.</p> <p>Support your child to complete their homework project tasks.</p> |