

## FS2 Summer 1 Termly Overview

WEEK	ONE 21.04.25	TWO 28.04.25	THREE 05.05.25	FOUR 12.05.25	FIVE 19.05.25	
<b>Possible opportunities for Enrichment.</b>	Planting sunflowers  Planting seeds on the allotment		Deaf Awareness Week	Mental Health Awareness Week 15.05 – International Day of Families	20.05 – World Bee Day 21.05 – World Day for Cultural Diversity  Floating and sinking items	
<b>Personal Social Emotional Development</b>	What are the different things I can do to stay healthy?	Do I know how to wash my hands and why it is important?	Why is dental hygiene important?	How can I keep myself safe in the sun?		
<b>Communication and Language</b>	Poetry Basket – ‘Five Little Peas’		Poetry Basket – ‘A Little Shell’		Poetry Basket - ‘Thunderstorm’	
<b>Physical Development Fine Motor</b>	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation To begin to write letters of appropriate size To take care and pride in drawing and mark-making	To demonstrate finger dexterity in manipulating string.	To hold scissors correctly and cut out large shapes To take care and pride in drawing and mark-making	To explore and use a variety of mark-making tools To take care and pride in drawing and mark-making	To use a butter knife safely and with control To begin to be able to spread and cut using just one hand to control the knife To tear paper using both hands simultaneously	
<b>Physical Development (Gross Motor)</b>	<b>Games 1</b> To work safely and develop running and stopping.	<b>Games 1</b> To develop throwing and learn how to keep score.	<b>Games 1</b> To play games showing an understanding of the different roles within it.	<b>Games 1</b> To follow instructions and move safely when playing tagging games.	<b>Games 1</b> To work co-operatively and learn to take turns.	
<b>Phonics/ Reading / Comprehension</b>	Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	Oral blending Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc Suffixes Revision of Phase 2 and Phase 3	
<b>Wrting</b>	<b>Drawing Club – Would you Rather? (J. Burningham)</b>  To answer questions about what they have read To use text-based vocabulary in different contexts. E.g. ‘Get-up, Stand-up vocabulary’		<b>Drawing Club – ‘It’s Kind of Tough Being a Snail’</b>  To perform songs and rhymes for an audience To form most lower and uppercase letters correctly To begin to write simple phrases and sentences that can be understood using ‘Think it, Say it, Write it’		<b>Drawing Club – ‘The Munch Bunch’</b> <a href="https://www.youtube.com/watch?v=wVPcd6MtEEQ">https://www.youtube.com/watch?v=wVPcd6MtEEQ</a>  To begin to consistently use a capital letter, spaces and a full stop To begin to spell some common exception words correctly	

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					To create new narratives based around stories	
<b>Maths</b>	<b>20 and Beyond</b> Numbers 10-13	<b>20 and Beyond</b> Numbers 14-20	<b>Add more</b>	<b>Take away</b>	<b>Shapes for purpose - compose and decompose. Manipulate shapes.</b>	
<b>Understanding the World</b>	<b>Learning Question 1 - <a href="#">What is a season?</a></b> <b>Learning Question 2 - <a href="#">What are the parts of a plant?</a></b>		<b>Learning Question 1 – <a href="#">What is the life cycle of a butterfly?</a></b> <b>Learning Question 2 – <a href="#">Where do minibeads live?</a></b>		<b>Learning Question 1 - <a href="#">What animal habitats can we find in our school environment?</a></b>	
<b>Expressive Arts &amp; Design</b>	<b>Charanga - Our World</b> Finding out about music (Pulse)  <b>EAD:What can we see? Van Gogh's Sunflowers:</b> How can I create texture in observational painting?	<b>Charanga - Our World</b> Taking it easy- learning to play  <b>EAD: How can we explore 3D materials?</b> How do I explore colour and movement through marbling?	<b>Charanga – Our World</b> Taking it easy- learning to play  <b>EAD: Henri Matisse 'L'Escargot':</b> How can I explore position and colour in collage?	<b>Charanga – Our World</b> A copy back improvisation  <b>EAD: How can I explore materials and marks?</b> How can I manipulate and mark clay to create my own pen?	<b>Charanga – Our World</b> A copy back improvisation  <b>EAD: How can we use our bodies to make art inspired by nature?</b>	
<b>Provision for Discovery Time</b>	<b>Snack time focus:</b> Grating and spooning – carrots and raisins  <b>Vocabulary:</b> sharp, blade, grate, scoop, transfer, sprinkle		<b>Snack time focus:</b> Mashing e.g. banana  <b>Vocabulary:</b> mash, squash, squish, fork, masher, press, squeeze, soft, hard		<b>Snack time focus:</b> Threading e.g. mini fruit kebabs  <b>Vocabulary:</b> thread, spear, grip, slippery, piece, slice, segment	