[[1]](#footnote-2)

**Expressive Arts and Design**

* Make use of props and materials when role playing characters in narratives and stories
* Perform songs, rhymes, poems and stories with others
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Develop own role play areas
* Record some simple songs to send local heroes – Nursing home?
* Create emergency response vehicles, both large and small scale
* Design a superhero accessory/badge/vehicle
* Colour mixing – fire picture
* Create own ‘musical emergency music’

**Mathematics**

* Subitising (recognise quantities without counting) up to 5.
* Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
* Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
* Shape service badges
* Voting for favourite occupation
* Weighing post-office parcels
* Role-play opportunities, tills, real coins
* ‘One Odd Day’ by Doris Fisher

**What we will be learning…**

**Summer 2, 2021**

‘Stronger Together’

Value - Community

**Personal, Social & Emotional Development**

* Explain the reasons for rules, know right from wrong and try to behave accordingly.
* Show sensitivity to their own and to others’ needs.
* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
* Behaviour on trips
* Explore equality through our UW heroes
* Working together as a community for HSM, Haddenham and beyond
* Future Ambitions
* Safety posters
* Thank you cards for local heroes.

**Literacy**

* Use and understand recently introduced vocabulary during discussions
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Write simple phrases and sentences that can be read by others
* Writer’s club
* Guided writing opportunities alongside chil’d interests
* ‘Don’t Say No to Flo’ ‘Mog and the Vee Ee Tee’
* Other appropriate stories and non-fiction

**Understanding of the World**

* Understand the past through settings, characters and events encountered in books read in class and storytelling.
* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
* 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.
* ‘Stanley’ Haddenham Versus Haiti
* Heroes from History, family heroes (grandparents) – Marie Curie, Gandhi, Helen Keller, Moses? Dependent on children’s interests.
* Tiggywinkles trip
* Haddenham Walk
* Map drawing
* Google Earth – how to travel from Haddenham to Haiti
* Looking after our own environment – what can we do to help?
* Create a ‘jobs list’ of things we can do in Rainbows to take care of our school
* Exploring our world and eco-friendly living.

**Physical Development**

* Demonstrate strength, balance and coordination when playing.
* Negotiate space and obstacles safely, with consideration for themselves and others.
* Use a range of small tools, including scissors, paintbrushes and cutlery.
* Begin to show accuracy and care when drawing.
* Road safety – trip to Tiggywinkles
* Fitness for key worker work – design obstacle courses and fitness workouts. (PE with Joe Wicks)
* Sports Day
* Thank you pictures for local heroes

**Communication & Language**

* Offer explanations for why things might happen
* Express their ideas and feelings about their experiences using full sentences
* Listen attentively and respond to what they hear with relevant questions, comments and actions
* Hold conversation when engaged in back-and-forth exchanges
* Virtual visits from local ‘heroes’ and ‘keyworkers’
* Exploring our local environment
* Developing social phrases
* Role-play, vets, doctors, schools
1. [↑](#footnote-ref-2)