

**FS1 MTP**  
**Summer Term 2- Summer Fun! What might we see?**

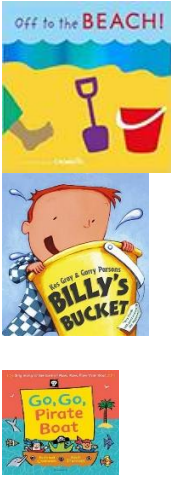
**Key Dates/Events:**

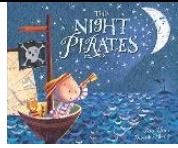
Week 1- Engage Week-Summer Provision areas

16<sup>th</sup> June – Father’s Day Week 2

Sports Day-3<sup>rd</sup> July

Pirate wow day-TBA

Focus Texts	<u>Global Curriculum &amp; British Values</u>	<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development Gross Motor</u>	<u>Physical Development Fine Motor</u>	Reading	Maths
 <p><a href="https://www.youtube.com/watch?v=ICPJhybHBkA">https://www.youtube.com/watch?v=ICPJhybHBkA</a></p>	<p>To talk about and listen to others when communicating about our families, homes and community.</p> <p>To be aware of our feelings and that of others when playing and sharing resources.</p> <p>To develop awareness that some actions and words can hurt or upset others</p>	<p>Through discussion sessions, asking and responding to why questions.</p> <p>To listen and follow directions when looking at someone when they are speaking.</p> <p>To use vocabulary linked to our theme e.g. seaside, ocean, rock pool, cliffs, shells, beach.</p> <p>To speak in full sentences with the support of adults.</p> <p>To follow stories read to them and talk about the picture in a book.</p> <p>To develop an understanding of prepositions e.g. by, aboard, forward, backwards, up, down, under through songs</p>	<p>To select activities and resources independently.</p> <p>To ask for help from friends and adults when needed.</p> <p>To wait their turn in discussions and when sharing resources.</p> <p>To take turns when speaking and listening.</p> <p>To visit our new class in preparation for September.</p> <p>To ask questions to find out more about my new class e.g. where will I put my coat</p>	<p>To skip, hop and stand on one leg.</p> <p>To hold a position for a few seconds.</p> <p>To balance and ride a trike or scooter.</p> <p>To respond to music showing appropriate movement and rhythm.</p> <p>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles e.g Sports Day</p>	<p>To pick up small objects using pincer grasp e.g making models using small lego bricks, using tweezers to pick up small items during sorting activities.</p> <p>To handle scissors and make small cuts in paper.</p> <p>To develop a comfortable and secure tripod grip when using a paint brushes, crayons, pens or chalk.</p>	<p>To continue to learn individual phoneme and grapheme correspondence e.g. s, a, t, p, i, n.</p> <p>To begin to hear the initial phoneme of objects e.g. a for apple.</p> <p>With support, begin to identify and hear phonemes in words and blend them together to identify the word e.g. n-o-d is nod.</p> <p>To share various stories, songs, rhymes and non-fiction texts linked to our theme.</p> <p>To recall main characters and events from stories through discussion, puppets and role play.</p> <p>To identify rhyming words in rhyming stories.</p>	<p>To know numbers, identify how many objects are in a set.</p> <p>To compare two groups of objects, saying when they have the same number or amount of objects.</p> <p>To ask questions about their observations of differences and similarities.</p> <p>To use number names to 10 and sometimes count accurately</p> <p>To identify numerals in the environment.</p> <p>To represent numbers using marks, fingers or digits.</p> <p>To start identifying shapes in the environment and find appropriate shapes for certain tasks;</p> <p>To begin making more meaningful pictures, patterns and arrangements with shapes.</p> <p>Wk 1 Number composition</p>



1 – 5 Revision  
 Wk 2 What comes after?  
 Wk 3 What comes before?  
 Wk 4 Numbers to 5  
 Wk 5-7 Consolidation activity weeks

<p><b>Writing</b></p>	<p><b>Understanding the World        Past and Present</b></p>	<p><b>Understanding the World        People, Culture and Communities</b></p>	<p><b>Understanding the World        The Natural World</b></p>	<p><b>Expressive Arts and Design        Creating with materials</b></p>	<p><b>Expressive Arts and Design        Being Imaginative and Expressive</b></p>
<p>To recognise the start of their name begins with a capital / upper case letter.</p> <p>To copy shapes, letter and pictures.</p> <p>To beginning to recognise the phonemes / graphemes in their name and in other words.</p> <p>To write the letters in their name, with support.</p>	<p>To discuss the terms yesterday and tomorrow when discussing the date each day.</p> <p>To look at old and new maps</p>	<p>To talk about special times and events.</p>	<p>To talk about some of the things they have observed such as natural and found objects.</p> <p>To talk about why things happen and how things work.</p> <p>Use stories, seaside sand play, sea life water tray, images and video clips to develop an understanding that we have a problem with plastic pollution in our Oceans.</p> <p>To look at parts of a Pirate ship and daily life on board eg rigging, top deck, flag, telescopes etc</p>	<p>To show an interest in describing the texture of things such as shells.</p>	<p>To develop preferences for forms of expression</p> <p>To use movement to express feelings</p> <p>To create props to support role play using available resources.</p> <p>To look, create and follow treasure maps.</p>