

### **Personal, Social and Emotional Development**

- Identify and moderate their own feelings socially and emotionally,
- Think about the perspectives of others.
- Manage their own needs. - Personal hygiene
- Express their feelings and consider the feelings of others

\*myHappyMind\_Module 5 Engage

Ten Ten: Module 3: Created to live in community

### **Communication and Language**

- Use full sentences
- Discussion with others
- Predict what might happen
- Explain what has happened

## **Under the sea**

## **Summer 1 2025**

## **Beesley Class**

### **The big question:**

### **What creatures live under water?**

### **Literacy:**

- Phase 3/ 4 phonics
- Read captions and sentences
- Use and understand new vocabulary from stories, poems and non fiction
- Discuss what they know/ have found out
- Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts
- Form capital letters correctly
- Begin to write short sentences with words with known letter-sound correspondences using a capital letter and full stop,
- Read a few common exception words inline with Red Rose Phonics

### **Mathematics:**

- Focus on 7
- Doubles – explore how some numbers can be made with 2 equal parts
- Sorting numbers according to attributes - odd and even numbers
- Counting – larger sets and things that cannot be seen
- Subitising – to 6, including in structured arrangements
- Composition – '5 and a bit'
- Shape, Space and measure: Manipulate, compose and decompose

### **Ways to help at home:**

- Read with your child daily, and sign their reading record.
- Try to encourage your child to apply their phonics at home such as helping to write a shopping list.

### **Physical Development**

- Develop the foundations for a handwriting style which is fast, accurate and efficient
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming

### **Expressive arts and design**

- Sculpture and 3D Creative Station Unit (KAPOW)
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Develop storylines in their pretend play
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Create collaboratively, sharing ideas, resources and skills

### **Understanding the world**

- Explore the natural world around them, making observation and drawing animals and plants

#### **PLAN Unit: Seasonal Changes**

- Understand changes in the natural world around them including the seasons
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside

#### **PLAN Unit: Living things and their habitats**

- Draw information from a simple map
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live