

As readers and writers we will:

Share a range of fiction and non-fiction books related to Animals and Mini beasts

Continue to develop our phonic knowledge as we work through our Catch up plan - applying this to our reading and writing.

Be introduced to consonant digraphs and spotting them in a variety of texts

Re-visit Phase 2/3 tricky words and making sure we are becoming familiar with the new Phase 4 tricky words as we prepare for Year 1.

Continue to read, write and understand simple sentences; Using our phonic knowledge to decode regular words and read them aloud with increasing accuracy.

Use clearly identifiable letters to communicate meaning; representing some sounds correctly and in sequence when writing and recording observations.

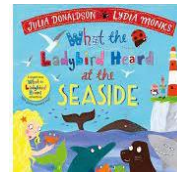
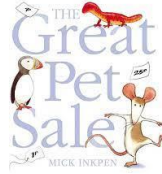
Use our phonic knowledge to write words in ways which match their spoken sounds.

Write our own simple sentences using our 'busy picture' scenes. In doing so we are beginning to apply our knowledge with more independence.

Make a simple fact card for an animal or mini beast of our choice.

Write labels and signs for our Pet Shop role play area

Mini beasts and Animals - Summer 2 Foundation 2



As Effective Learners we will:

- Be willing to 'have a go' and show increasing levels of engagement in our learning, playing and exploring.
- Active in our learning; motivated, involved and enjoy achieving what we set out to do.
- Think critically; have our own ideas by choosing ways to do things and show we are beginning to make links in our learning.

As Scientists we will be:

Looking at habitats of different animals and mini beasts

Discussing some of the things we have observed.

Talking about why things happen and how things work.

Exploring capacity and volume; looking at the space that is occupied by a substance and discussing full/empty, half full/half empty

As people aware of the world we will:

Look at and draw maps of our local area and the wider world as we explore the ladybird text and talk about where in the World he/she could visit next.

Introduce 'Where in the World...'
Study the globe in class, identifying land and ocean. Talk about where people could go on holiday and locate these countries. Look for the animals on the globe to see where they originate from/live

Transition Activities as we prepare for Class One

As Creative people we will be:

Representing our own ideas, thoughts and feelings through design and technology.

Continuing our process art and use the Clay to create a small mini-beast. Looking carefully at detail and size.

Safely exploring a variety of materials, tools and techniques, experimenting with colour, design and function.

Continue to use instruments to make music and focus on tempo, rhythm and beat – relating this to syllables in words.

As Mathematicians we will be:

Continuing with halving, sharing and doubling – using our thinking time to discuss these concepts and consolidate our knowledge through activities in provision.

Looking at place value to 20 and discussing what it means when we cross boundaries.

Looking at numbers within – particularly tens and ones as we look at teen numbers

Looking at the composition of shape – introducing rhombus and trapezium

Exploring measure through activities that offer opportunities to explore length, height, distance, weight, size and capacity

As Adventurers we will be:

Exploring the wider world and looking at where animals originate from.

Using our bodies and all our senses to explore different environments.

Enjoying our visit to Thornton Hall Country Park

Looking closely at similarities, differences, patterns and change.

As Caring People we will:

Show we can be a good friend as we welcome a new child into the class and make sure they feel happy and settled.

Be confident to try new activities, and say why we like some activities more than others

Taking account of one another's ideas when deciding how to organise our activities.

