

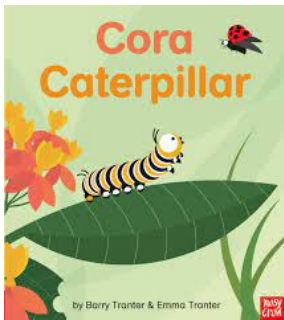
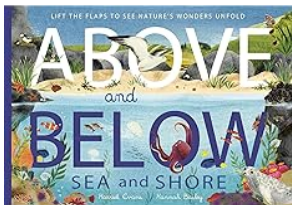
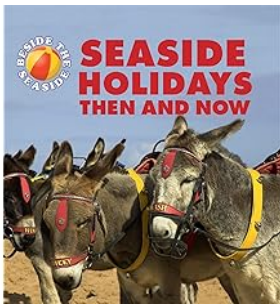
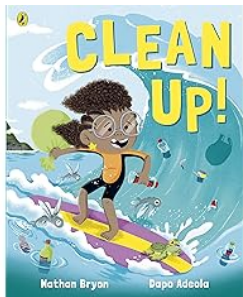
# Our Adventure in the Big Wide World

## Life on the Ocean

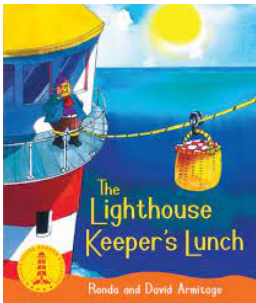
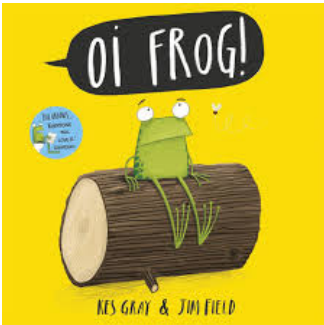
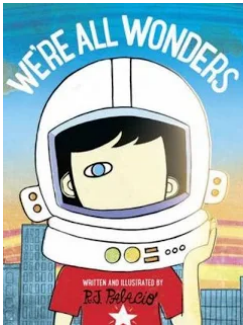
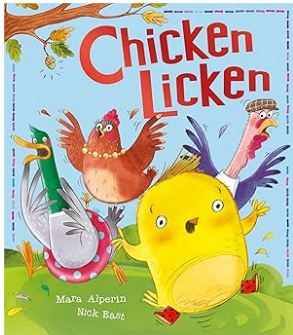
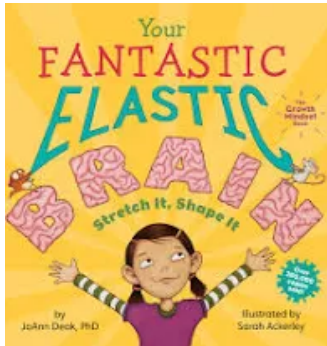
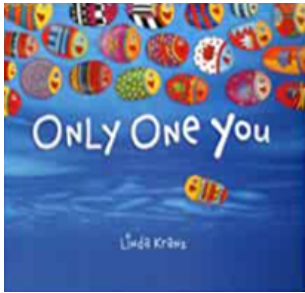
| Term     | Year Group       | Duration                                  | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Summer 2 | EYFS - Reception | 1 Half Term<br>Second half term - 7 weeks | <p>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words;<br/>re-read these books to build up their fluency and confidence in word reading.</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences.</p> <p>Developing a knowledge of stories including rhyme and identify the rhyming words within them.</p> <p>Reading simple CVC words quickly and confidently, and starting to read more complex words and sentences.</p> <p>Developing a knowledge of stories including rhyme and identify the rhyming words within them.</p> <p>Developing their skills and abilities in retelling familiar stories.</p> <p>Routinely accessing picture books and stories.</p> <p>Listening to others expressively tell stories.</p> <p>Develop a pleasure and motivation for reading.</p> <p>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p> <p>Take turns and listen to what others say about reading and books.</p> <p>Developing their skills and abilities to comprehend within familiar stories, and from pictures illustrated stories.</p> <p>Recognising that books have information that helps them to learn.</p> <p>Starts to develop phonic knowledge by linking sounds to letters naming and sounding some of the letters of the alphabet</p> <p>Begins to spell phonically regular words of more than one syllable.</p> <p>Spells some irregular high frequency words.</p> <p>Begins to spell phonically regular words of more than one syllable.</p> <p>Spells some irregular high frequency words.</p> <p>Write short sentences with words with known sound-letter correspondences.</p> <p>Enjoys creating texts communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Re-read what they have written to check it makes sense</p> <p>Have opportunities to write about things in the world around them that they are inspired to write about.</p> <p>Saying out loud what they are going to write about.</p> <p>Sequencing sentences to form short narratives</p> <p>To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking</p> <p>Write independently to communicate their thoughts and ideas about their lived experiences.</p> <p>Holds pencils and pens appropriately in an increasingly controlled way.</p> <p>Begin to form lowercase letters in the correct direction, starting and finishing in the correct place.</p> <p>Holds pencils and pens appropriately in an increasingly controlled way</p> | <p>Knows the sequence of numbers to 20 and beyond</p> <p>Shows an awareness of the counting pattern beyond 20, e.g. 21 is 20+1, 22 is 20 +2 etc. Knows when to count and when groups can be subitised.</p> <p>Can subitise with structured and unstructured patterns.</p> <p>Using resources can explore how groups can be equally split.</p> <p>Can partition and compose numbers within 10.</p> <p>Engages in subitising numbers to 5.</p> <p>Matches the numeral with a group of items to show how many there are (up to 10) Compare numbers, using vocabulary such as 'greater than.'</p> <p>With resources children can identify numerals and operations in number sentences.</p> <p>Can identify and describe the doubles patterns within 10, including odds, evens, double facts.</p> <p>Automatically recalls numbers bonds to and within 5.</p> <p>Begins to explore and record mathematical problems, using strategies of their own choice including standard numerals and symbols.</p> <p>Begins to explore and work out mathematical problems using signs and strategies of their own choice, including standards numerals, tallies, + or -.</p> <p>In practical activities, adds one and subtracts one with numbers to 10, using numerals and operations confidently.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Eg sees 6 raisins on a plate as 3 and 3.</p> <p>To match numerals with a group of objects to show how many there are (up to 10)</p> <p>To be able to identify relationships and patterns between numbers up to 10</p> <p>To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</p> <p>Begins to solve one-step problems involving multiplication and division using concrete objects with the support of an adult.</p> <p>SSM:</p> <p>To measure themselves and everyday objects using a mixture of non-standard and standard measurements</p> <p>To develop spatial reasoning using measures</p> <p>Uses simple language of position and direction e.g. in front, behind, next to.</p> <p>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</p> <p>To use spatial language, including following and giving directions, using relative terms</p> <p>To develop spatial reasoning with shape and space</p> <p>To compose and decompose shapes, and understanding which shapes can combine together to make another shape</p> <p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> |

# Our Adventure in the Big Wide World

## Key Texts - Learning Journey

|                                                                                  |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| Little Frog                                                                      | Only One You                                                                      | Cora Caterpillar                                                                   | Above and Below Sea and shore                                                       | Seaside Holidays Then and Now                                                       | Clean Up!                                                                           |

## Key Texts - Super Six

|                                                                                   |                                                                                    |                                                                                     |                                                                                      |                                                                                      |                                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| The Lighthouse Keeper's Lunch                                                     | Oi Frog!                                                                           | We're All Wonders                                                                   | Chicken Licken                                                                       | Your Fantastic Elastic Brain                                                         | Only One You                                                                         |
| Week 5 and 6                                                                      | Week 7                                                                             | Week 1                                                                              | Week 4                                                                               | Week 3                                                                               | Week 2                                                                               |



# Our Adventure in the Big Wide World

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|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Key Vocabulary:<br>Drawing Club - industrious,<br>tended, concocting, scavenging,<br>ingenious, pitifully | Key Vocabulary:<br>Drawing Club - command,<br>refusal, perched, jam-packed,<br>mountainous, discomfort,<br>smothered | Key Vocabulary:<br>Wonder, unique, ordinary,<br>different<br><br>Drawing Club:<br>Wonder, Unique, Ordinary,<br>Distinct<br>Exceptional, Stare | Key Vocabulary:<br>Drawing Club - devoured, crafty,<br>parading, smirking, hysterical | Key Vocabulary:<br>Drawing Club - muscle, organ,<br>neurons, embarrassed, mistakes,<br>elastic | Key Vocabulary:<br>discover, reflect and appreciate |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------|

| Launch Event                            | Reignite Event            | Showcase Event                                                 |
|-----------------------------------------|---------------------------|----------------------------------------------------------------|
| Photos of family holidays from the past | Trip to Bridlington beach | Sharing with parents what we have done in our learning Journey |

|                                                                                                                                                                                                               | Maths                                                                                                                                                                                                                                                                                           | Super Six                                                                                                                                      | Drawing Club<br>And writing provision                                                                                                | UW<br>Science                                                                                                                                                                                                             | UW and Global<br>Geography/<br>Computing                                                                                                                                                    | Art/<br>DT/<br>Role Play<br>(Usually Thursday) | PE<br><b>Friday</b>                                     | PSHE<br>(Usually Monday)                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------|
| <p>Week 1<br/>1.6.26</p> <p>New Starters -<br/>Wednesday 1:30pm<br/>- 2:30pm</p> <p>Writing Moderation<br/>- Wednesday 4pm -<br/>5:15pm</p> <p>Weekend challenge<br/>- Bring in a photo of<br/>a holiday.</p> | <p><b>Hiccups -</b><br/>Composition of<br/>numbers to 10;<br/>partitioning and<br/>combining numbers in<br/>different ways</p> <p><b>Five and Friends -</b><br/>Numbers 5-10, 5 and<br/>a bit</p> <p>Mastering Number -<br/>Week 21</p> <p>SSM - Replicate<br/>scenes and<br/>constructions</p> | <p><b>We're All<br/>Wonders</b></p> <p>Wonder, unique,<br/>ordinary,<br/>different</p> <p>What does the<br/>story mean?</p> <p>Journalling</p> | <p><b>We're All<br/>Wonders</b></p> <p><b>Provision:</b><br/>Labelling<br/>the duck life<br/>cycle and<br/>writing<br/>sentences</p> | <p><b>The Natural World -<br/>Science</b><br/>Exploring changing<br/>states of matter.</p> <p>Ice cubes - freezing and<br/>then exploration of<br/>melting process</p> <p>Watch what happens<br/>when water is boiled</p> | <p><b>Computing -<br/>Internet Safety</b></p> <p>Talk about the rules<br/>for how to use the<br/>internet safely.</p> <p>Work together to<br/>safely research our<br/>learning journey.</p> |                                                | <p>Lesson 1: to<br/>move<br/>beanbags<br/>and balls</p> | <p>How can I understand and<br/>respect a different point of<br/>view?</p> |



# Our Adventure in the Big Wide World

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| <p>Week 2<br/>8.6.26</p> <p>New Starters -<br/>Monday 1:30pm -<br/>2:30pm</p> <p>Monday 9am -<br/>Reception<br/>Measuring<br/>programme</p> <p>Wednesday - Ninja<br/>Skipping</p> | <p><b>What's the Difference?</b><br/>- Comparison of<br/>numbers to 10; finding<br/>the difference to make 7<br/><br/>and</p> <p><b>Number Rally</b> -<br/>Subtraction</p> <p>Mastering Number -<br/>Week 21</p> <p>SSM - Visual and<br/>different Positions<br/>Describing Positions</p> | <p><b>Only One you</b></p> <p><b>What is the<br/>message in the<br/>story?</b></p> <p>Create a piece<br/>of art based on<br/>the story.</p> | <p><b>The Selfish<br/>Crocodile</b></p> <p>egocentric,<br/>parched,<br/>agony,<br/>peer,<br/>bravo,<br/>uneasy</p> <p><b>Provision:</b><br/>Creating<br/>books and<br/>cards</p> | <p><b>People, cultures and<br/>Communities<br/>History</b> -<br/>Launch event - Children<br/>bring in pictures of past<br/>holidays and share<br/>them with the class.<br/>With each child, draw<br/>out what the different<br/>places were like<br/>Recap – Timeline</p> <p><b>The Natural World -<br/>Science:</b></p> <p><b>Experiencing caterpillar<br/>eggs.</b><br/>Research what will<br/>happen to the eggs and<br/>when the life cycle<br/>starts.</p> <p>Life cycles -talk about<br/>lifecycles. Build in prior<br/>knowledge of the<br/>human and duck life<br/>cycle and look at the<br/>butterfly life cycles..</p> |  |                                                                                                                                                                                             | <p>Lesson 2: to<br/>move in<br/>different<br/>ways</p> <p>Sports day<br/>practise/heats</p> | <p>How can we resolve a<br/>conflict in our classroom?</p>                                      |
| <p>Week 3<br/>15.6.26</p> <p>Monday AM - PE<br/>Spotlight</p> <p>New Starters -<br/>Tuesday 1:30pm -<br/>2:30pm</p>                                                               | <p><b>Octoblock to the<br/>Rescue:</b><br/>Pairs of numbers that<br/>total 8</p> <p><b>10 Again:</b><br/>Pairs of numbers that<br/>total 10.</p> <p>Mastering Number -<br/>Week 22</p> <p>SSM - Give<br/>Instructions to Build</p>                                                        | <p><b>Fantastic<br/>Elastic Brain</b></p> <p>What do you<br/>want to know?</p> <p>What have we<br/>learnt?</p> <p>Journaling</p>            | <p><b>Fantastic<br/>Elastic<br/>Brain</b></p> <p><b>Provision:</b></p>                                                                                                           | <p><b>The Natural World -<br/>Science:</b></p> <p><b>Experiencing caterpillar<br/>eggs.</b><br/>Research what will<br/>happen to the eggs and<br/>when the life cycle<br/>starts.</p> <p>Life cycles -talk about<br/>lifecycles. Build in prior<br/>knowledge of the<br/>human and duck life<br/>cycle and look at the<br/>butterfly life cycles..</p>                                                                                                                                                                                                                                                                           |  | <p><b>Being Imaginative -<br/>Music:</b><br/>Explore the different<br/>instruments in the<br/>classroom and how they<br/>can be used.</p> <p>Create a soundscape of<br/>plants growing.</p> | <p>Lesson 3: to<br/>jump on, off<br/>and over.</p> <p>Sports day<br/>practise</p>           | <p>How can I be sensitive to<br/>other people's needs, wants,<br/>behaviours and interests?</p> |
| <p>Week 4<br/>22.6.26</p> <p>New Starters Buddy<br/>and lunch visit -</p>                                                                                                         | <p><b>The Legend of Big<br/>Tum:</b></p>                                                                                                                                                                                                                                                  | <p><b>Chicken Licken</b></p> <p>Retelling</p> <p>Talk about</p>                                                                             | <p><b>Chicken<br/>Licken</b></p> <p><b>Provision:</b></p>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <p><b>Creating and Materials<br/>Art:</b> -<br/>Learn about Van Gogh's<br/>sunflower drawing.</p>                                                                                           | <p>Lesson 4: to<br/>perform<br/>circle<br/>dances..</p>                                     | <p>How can I look after the world around<br/>me?</p>                                            |



# Our Adventure in the Big Wide World

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| <p>Thursday 10 am - 12 Noon</p> <p>Tuesday - Parents Lunch</p> <p>Thursday - Transition Day</p>                                                                                                                                                                                                    | <p>Problem Solving and Finding the Missing Number</p> <p>SSM - Explore Mapping</p>                                                   | <p>Drawing Club Inventions.</p>                                                                  | <p>Writing sentences about lifecycles</p>                                                               |                                                                                                                                                                                                                                                   |                                                                                | <p>Create their own sunflower piece by creating their own observational drawing.</p> <p>Then add colour using your own selected media.</p>                                                                                                                                                                                                                                                                         | <p>Sports day Practise</p>                        |                                                                             |
| <p>Week 5<br/>29.6.26</p> <p>New Starters - Wednesday - 11am - 12 noon<br/>Thursday 1:30pm - 2:30pm</p> <p>Monday - Early Years Data in.</p> <p>Monday - Band Assembly 2:45pm</p> <p>Tuesday - Sports Day</p> <p>Wednesday and Thursday - Whole School Transition</p> <p>Friday - Training Day</p> | <p><b>Eleven Twelve:</b><br/>12 and arrays</p>                                                                                       | <p><b>The Lighthouse Keeper's Lunch</b></p> <p>Find out about Lighthouses</p> <p>Journalling</p> | <p><b>The Lighthouse Keeper's Lunch</b></p> <p>Provision:<br/>Writing sentences about lifecycles</p>    |                                                                                                                                                                                                                                                   | <p><b>Computing</b><br/>Record the growth of our sunflowers using an Ipad.</p> | <p><b>The Natural World</b><br/>Observational drawings of the eggs/caterpillars throughout the process of their lifecycle</p> <p>Drawings of the sunflowers as they grow.</p> <p><b>Creating and Materials Art:</b> -<br/>Learn about Van Gogh's sunflower drawing.</p> <p>Create their own sunflower piece by creating their own observational drawing.</p> <p>Then add colour using your own selected media.</p> | <p>Lesson 5 : to use strength to hold shapes.</p> | <p>Transition days</p>                                                      |
| <p>Week 6<br/>6.7.26</p> <p>Tuesday - Beach Trip</p> <p>New Starters - Wednesday 1:30pm - 2:30pm</p> <p>Wednesday - Transition Day</p> <p>Thursday -</p>                                                                                                                                           | <p><b>Twelve:</b><br/>12 and arrays</p> <p><b>Mirror Mirror:</b><br/>adding multiples of the same number.</p> <p><b>Thirteen</b></p> | <p><b>The Lighthouse Keeper's Lunch</b></p> <p>Making Sandwiches</p>                             | <p><b>The Lighthouse Keeper's Lunch</b></p> <p>Provision:<br/>Bigger paper tell me about Reception?</p> | <p><b>People, cultures and Communities History -</b><br/>Look at holidays in the past and see how they are different from their own holidays.<br/>Link to the book 'Seaside Holidays then and Now'</p> <p><b>The Natural World - Science:</b></p> | <p><b>Computing</b><br/>Record the growth of our sunflowers using an Ipad.</p> | <p><b>Creating and Materials Art:</b><br/>A coastal painting using watercolours.<br/>Encourage exploration of the use of water to change the tone of the colour</p>                                                                                                                                                                                                                                                | <p>Lesson 6: to work in a team</p>                | <p>All about me in Year 1<br/>How can I look after the world around me?</p> |

## Our Adventure in the Big Wide World

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| Reception and KS1<br>Cycling Day<br><br>Thursday - end of<br>year reports sent<br>home.                                                                                                  | SSM - Create own<br>maps of familiar<br>places<br><br>SSM -Represent<br>Maps with models                                                       |                                                           |                                                                                           | Plant and observe<br>sunflowers growing.<br>Look after the<br>sunflowers as they<br>grow.<br>Make observational<br>drawings |                                                                   |                                                                                                                                                                                  |                      |                        |
| Week 7<br>13.7.26<br><br>Wednesday -<br>Buddy assembly<br>9am<br><br>Thursday - Whole<br>school end of year<br>assembly, 9:15am<br>in the church<br><br>Friday - Leavers<br>assembly 2pm | <b>The Wrong Number:</b><br>Problem Solving.<br><br><b>Tween Scenes:</b> 11-15<br><br>SSM - Create their<br>own maps and plans<br>from stories | <b>Oi Frog</b><br><br>Rhyming<br>Games<br><br>Journalling | <b>Oi frog</b><br><br><b>Provision:</b><br>Bigger<br>paper tell<br>me about<br>Reception! | <b>Learning Journey</b><br>questions<br><br><b>Explore these in</b><br><b>provisiion</b>                                    | Clear up<br>Look after our world<br>by tidying up the<br>orchard. | <b>Creating and Materials</b><br><b>Art:</b><br>A coastal painting using<br>watercolours.<br>Encourage exploration of<br>the use of water to<br>change the tone of the<br>colour | Lesson 7 :<br>Review | All about me in Year 1 |
| Summer Holiday                                                                                                                                                                           |                                                                                                                                                |                                                           |                                                                                           |                                                                                                                             |                                                                   |                                                                                                                                                                                  |                      |                        |