

Summer 2 Traditional Tales							
Theme	Week 1 2/6/25	Week 2 9/6/25 <i>Sports Day</i>	Week 3 16/6/25	Week 4 23/6/25	Week 5 30/6/25	Week 6 7/7/25	Week 7 14/7/24
	What is a traditional tale?	What does a plant need to grow?	What are materials?	What is the best material to use to build a house?	How were homes different in the past?	What do religious believers believe about who created the world?	How do you feel about going into year 1?
Key Texts	Jack and the beanstalk	Ruby plants a Radish The extraordinary gardener	The Little Red Hen	The Three Little Pigs	Little Red Riding hood	Wonderful Earth	Ruby's worry
Knowledge/UT W (what do we want the children to know, learn and remember?)	<p>I know a traditional tale is a made-up story that has been passed down over time.</p> <p>I know that a traditional tale always has a problem.</p> <p>I know that Jack and the Beanstalk is a traditional tale.</p>	<p>I know a plant needs water, air, warmth, sunshine and soil to grow.</p> <p>I know that plants grow more in spring and summer.</p> <p>I know a plant has roots, a stem and leaves.</p>	<p>I know materials are the things around us.</p> <p>I know that materials include glass, metal and plastic.</p>	<p>I know that materials include brick, wood and paper.</p> <p>I know bricks are stronger than twigs and straw to build a house.</p>	<p>I know that all homes are different.</p> <p>I know that homes have changed over time.</p> <p>I know that homes did not have electricity in the past.</p> <p>I know that homes in the past did not have toilets or taps inside.</p>	<p>I know Christians believe God created the world.</p> <p>I know Christians believe that we should look after the world.</p> <p>I know Muslims believe that Allah created the world and everything in it.</p> <p>Challenge: I know Islam teaches that believers need to look after the world and be a Khalifa.</p>	<p>I know that I will be in Year 1 after the holidays.</p> <p>I know that it is ok to feel different emotions.</p> <p>I know that change can make me feel scared or excited.</p>
Key vocabulary	Fiction – made up story Traditional tale	Water Light Warmth Spring Summer Roots Stem leaves	Materials Glass Metal Plastic	Material Brick Wood Paper	Homes Past Present Electricity	Christianity Christian God Islam Muslim Allah Creation Khalifa Responsibility	happy angry sad scared excited calm in love
Learning behaviour-Independent enquirer	<p>I can:</p> <ul style="list-style-type: none"> • Work alone in an area of provision or on adult directed tasks for appropriate lengths of time, • Maintain attention and concentrate, • Sit quietly and listen attentively when appropriate, • Ask questions using: what, when and where, • Plan where I will work and what I will do, Give a simple reason for an action. 						
PSED	Children understand how story characters feel when faced with a problem. Children can explain how problems can be overcome.	Children set their own goals and plan how they will achieve them. Children talk about how their learning can be improved.	Children give praise to others when they have achieved. Children express how they feel at certain times and can explain why they feel like this.	Children follow instructions given by an adult. Children start to understand empathy.	Children know that they need to brush their teeth twice a day for two minutes. Children know that they need to visit the dentist regularly. Children follow hygiene procedures in school independently.	Children explain their own knowledge and understanding and ask appropriate questions of others.	Children can work in a group to solve problems and apply different strategies.

		Children set their own goals and plan how they will achieve them.			Children can explain why and how they look after their teeth.		
Rhyme of the week	And he went higher	And the beanstalk grew	My red hen	This is the way we lay the bricks	I love red	Mary Mary quite contrary	The feelings song
Belong Diversity text	Diversity texts: Freddie and the Fairy	Diversity texts: The Jasmine Sneeze	Diversity texts: Amazing Grace	Diversity texts: Isaac and his amazing Asperger superpowers	Diversity texts: Sunflower sisters World of Football (near sports day)	Diversity texts: Shu Lin's Grandpa	Diversity text- Revisit <i>The colour monster to talk about feelings</i>
Computing knowledge sentences:	I know that I should ask an adult before I use a device. I know that I should ask an adult for help with a tablet or computer.						
Computing	Scenario: Your friend shares their password with you and asks you to share yours with them. What do you do? Discuss with your talk partner.	Scenario: A scary picture pops up on your screen. You're not sure what it is. You're feeling worried that if you tell someone, you might get into trouble. What should you do? Discuss with your talk partner.	Scenario: Someone called Sally pops up online and starts talking to you. She is asking lots of questions about you. Where do you live? What is your favourite food? How old are you? What do you do? Discuss with your talk partner.	Scenario: Your friends are telling you about their favourite app they like to play called FunBlox. You're excited to play. Your adults are downstairs, and they have asked you to always ask them before downloading a new app. But you're excited and don't want to wait! What do you do? Discuss with your talk partner.	Scenario: You're reading all about animals online to find out more about rhinos. It says here that rhinos live in the ocean, and you suddenly worry that it might not be telling the truth. What do you do? Discuss with your talk partner.	Scenario: You're playing FunBlox with your friend and the app is asking you to buy a gold Lego brick to continue building your house. Your friend is telling you to do it but you're getting worried. What do you do? Discuss with your talk partner.	Scenario: You're watching a film online at your friend's house. You're enjoying it but then it starts to get a bit scary. You're getting worried that the film is a bit too scary for you and is only for adults. What do you do? Discuss with your talk partner.
Maths	WRM sharing and grouping Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping	WRM sharing and grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles	WRM visualise build and map Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules	WRM visualise build and map Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build	WRM visualise build and map Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations	WRM Make connections Step 1 Deepen understanding Step 2 Patterns and relationships	WRM consolidation
Cooking	Cheese straws – weighing, grating, rolling, cutting, shaping, brushing	Bread making Weighing, kneading, shaping (in groups whole year group)	Flap jack Weighing, spooning, mixing, greasing tin	Flap jack Weighing, spooning, mixing, greasing tin	Flap jack Weighing, spooning, mixing, greasing tin	Flap jack Weighing, spooning, mixing, greasing tin	
Spanish Numeros y colores	Numeros 1-5	Numeros 6-10	Numeros 1-10	Colores; rojo, azul, amarillo, verde, gris	Colores; negro, blanco, naranja, morado, marrón,	Consolidate 10 colours	