

Bluebell Class Summer Term 6 Learning Journey

Where We Live

School Value:
Wider Community

Personal, Social and Emotional development

Jigsaw: Changing Me

Name parts of the body, say something I can do and foods I can eat to be healthy, understand we all grow, express how I feel about moving to Year 1, talk about worries or things I am looking forward to in Year 1.

Communication and Language/Literacy

Key Texts:

'Martha Maps it Out' by Leigh Hodgkinson

'The Night Pirates' by Peter Harris

'Stella and the Seagull' by Georgina Stevens

'The Lighthouse Keeper's Lunch' by David & Ronda Armitage

Separate words with spaces of a roughly consistent size.

Independently use full stops to demarcate simple sentences. Independently use capital letters at the start of sentences. Using phonics they have been taught, orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur. As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils. Begin to orally join sentences using 'and'.

Phonics:

Phase 4 Mastery: reading and spelling words with adjacent consonants and digraphs as well as polysyllabic words e.g. lunchbox. Reading and spelling Phase 4 common exception words: said, have, like, so, do, some, come, were, there, little, one, when, out, what, when

Mathematics

Subitise to 5, introduce the rekenrek, automatic recall of bonds to 5, composition of numbers to 10, comparison, number patterns, counting

Sharing and grouping

Positioning, patterns, maps and directions including positions

Understanding the World (UW):

Past and Present/ People, Culture and Communities

Identify what a town, city and countryside is and describe what they might see there (human and physical geography). Identify animals that may commonly be seen in a town, city or countryside and learn about where they live (simple habitats). Name and describe different occupations people may have in a town, city or countryside. Describe leisure activities people take part in in a town, the city of Bristol or countryside. Compare life in a town or city to life in the countryside.

The Natural World

Explore the effects of warmer earth in summer on people, animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand and use the term push and pull. Understand that some objects will float and some will sink when placed in water. Understand what happens when you leave ice out in the sun and what happens when you shake salt onto it. Understand that a magnet can attract an object and why this is.

Physical Development

Threading, cutting, weaving, playdough, teach and model correct letter formation, develop pencil grip and pressure on the page and letter formation, form letters correctly

Suggestions for Home Learning

Support your child's reading journey with regular practice of their individual phoneme flashcards. [Click here](#) to support your own knowledge of the correct pronunciation of each phoneme. Hear your child read their decodable reading book **5 times a week**, and log this in their reading record. Books will be **changed on Friday** and we will also hear your child read at some point during the week. Talk about where you live, the things you like to do where you live. Talk about holidays you have been on. Were they to a city, countryside or seaside?

Religious Education

(UtW: People, Culture and Communities)

Where do we belong?

Think about what it means to belong within our families and communities and to consider how others experience belonging within their local communities. Explore what it means to be part of a faith community and how belief systems influence the ways in which people live their lives.

Expressive Art and Design (EAD)

Design and make a junk model boat, create observation drawings of shells, use sewing techniques to make a felt fish or shell.

Music: Charanga: Reflect, Rewind and Replay

Understand pulse and tempo whilst learning nursery rhymes.

Key vocabulary

Town, city, countryside, seaside, urban, rural, buildings, roads, parks, shops, transport, streets, parks, habitat, wildlife, fox, squirrel, pigeon, shelter, nest, teacher, doctor, nurse, shopkeeper, bus driver, builder, police officer, fire fighter, sport, park, cinema, museum, zoo, shopping, theatre, swimming, playground, walking, cycling, village, farm, field, meadow, hill, forest, river, pond, bridge, path, road, fence, cottage, barn, gate, nurture, landscape, rabbit, fox, badger, deer, hedgehog, squirrel, owl, pheasant, burrow, den, pond, tree, hedge, field, farmer, vet, shepherd, forester, shop keeper, dairy farmer, tractor driver, walking, picnic, camping, fishing, horse riding, cycling, birdwatching, climbing, exploring, village, busy, quiet, traffic, houses, flats, train, park, longer days, summer, hot, sunny, warm, dry, shade, sun cream, sunhat, thirsty, water, hydration, longest day, push, pull, force, move, stop, fast, slow, direction, float, sink, water, heavy, light, material, surface, bottom, ice, melt, water, sun, heat, warm, cold, freeze, salt, magnet, attract, repel, metal, iron, steel, magnetic