

Boringdon Primary Progression of knowledge Summer Term 2 2024 Classes RT/RW Topic- Growing

	Week 1	Week 2	Week 3	Week 4	Week 5 -	Week 6	Week 7
P S E D	<p>I can name parts of the body. 1. My Body Large paper big enough Draw around a child onto paper. Using Post-it notes label as many parts of the body as possible including inside the body. Questions: Can you name different parts of the body? What does each part do? Why is it important?</p>	<p>I can tell you some things I can do and foods I can eat to be healthy. 2. Respecting My Body. Provide pictures of foods. Ask the children to sort them according to what is healthy and not so healthy for our bodies. What do we need to do to keep our body healthy and happy? Look through the pictures/objects and discuss how they were sorted.? Questions: What will happen if we eat less healthy food all the time? How would it make us feel? What do we need to do to keep healthy and happy?</p>	<p>I understand that we all grow from babies to adult. 3. Growing Up Read 'The Very Hungry Caterpillar'. Talk about how they have already changed from being a baby to now. Talk about visible features as well as abilities. Show the children the picture cards of different stages in life. Questions: Can they put them in the correct order? How will we change as we grow up? What will we be able to do that we can't do now? Ask the children what they are excited about being able to do when they grow up that they can't do now. How do we need to look after ourselves as we grow up?</p>	<p>I can express how I feel about moving to Year 1. 4. Fun and Fears Part 1 A Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read story about worries and that the best thing to do is to share them. Tell the children that it is only natural to be feeling lots of different emotions. Questions: What are you excited about? Are you nervous about anything? Are you scared about anything? Set children a challenge to think about going next year.</p>	<p>I can talk about my worries and/or the things I am looking forward to about being in Year 1. Fun and Fears Part 2 Sit the children in a circle and tell the children that Jigsaw Jenie is feeling a little scared about Year 1 visit. Questions: Is there anything exciting about going to Year 1 that they can tell him about? Jigsaw Jack is in Year 1 waiting to meet them all. Ask the children to share some of the things they are excited about or worried about when they go to Year 1? Try to talk about some of the fears/ worries they may have and how to overcome them.</p>	<p>I can share my memories of the best bits of this year in Reception. 6. Celebration Ask the children to think about all the things we have achieved this year. What has been their favourite thing this year? Grown-ups share their favourite memory from the past year.</p>	<p>I can share my memories of the best bits of this year in Reception. Show the children the special box. Explain to them that this is a special box that holds all the wonderful memories of the last year. Pass the box round the circle and get the children to talk about their favourite thing of the last year and put it in the box. Questions: What has been your favourite thing this year? What have we achieved this year? What have you learnt to do?</p>
	<p>Self-Regulation Children to give focus and attention for longer periods of time. Managing Self Children identify different parts of their body. Building Relationships Children to develop relationships with other people on the playground.</p>	<p>Self-Regulation Children to give focus and attention for longer periods of time. Managing Self Children to identify what foods are healthy and not so healthy. Building Relationships Children to develop relationships with other people on the playground.</p>	<p>Self-Regulation Children to engage in activities giving focused attention independently. Managing Self Children to show independence in new activities. Building Relationships Children identify Year 1 staff.</p>	<p>Self-Regulation Children to engage in activities giving focused attention independently. Managing Self Children to show independence in new activities. Building Relationships Children to communicate with Year 1 staff.</p>	<p>Self-Regulation Children to reflect on the year and how they feel about it. Managing Self Children to be aware of what might worry them transitioning to year 1. Building Relationships Children to communicate with Year 1 staff.</p>	<p>Self-Regulation Children to set goals for Year 1. Managing Self Children to identify things we have achieved this year. Building Relationships Children to build relationships with Year 1 staff.</p>	<p>Self-Regulation Children to set goals for Year 1. Managing Self Children to identify things we have achieved this year. Building Relationships Children to build relationships with Year 1 staff.</p>

P h y s i c a l D e v e l o p m e n t	<p>Power of PE I can react to basic commands with a degree of consistency .Warm-up - "An underwater adventure!": Pretend move around as sea creatures. 2. Shark attack! -Spread out plastic hoops. Children explore the sea until shout Shark -Ch must run and stand inside a hoop only 3. After each Shark. Remove a hoop! 3. Crabs like to line dance! Ch act as crabs the children must place their hands and feet on the floor, with legs bent and facing forwards all the same side of the room adult shouts directions 'forward' 'Backwards'. 'Left' & 'Right'</p>	<p>Power of PE I can develop FUNdamentals movement of Running, Jumping & Stopping. .Warm-up - "An underwater adventure!": Pretend move around as sea creatures. 2. Shark attack! -Spread out plastic hoops. Children explore the sea until shout Shark -Ch must run and stand inside a hoop only 3. After each Shark. Remove a hoop! Search for a pearl! - Split into teams of 5 in one two teams will compete find as many pearls as poss. For 'pearls' use something fits underneath a cone. Ch take turns to run out and pick up a cone and take it back to their team.</p>	<p>Power of PE I can improve knowledge & understanding through role play Warm-up "An underwater adventure!":Ch to pretend underwater and move around sea creatures. Search for a pearl! - Split into teams of 5 in one two teams will compete find as many pearls as poss. For 'pearls' use something fits underneath a cone. Ch take turns to run out and pick up a cone and take it back to their team. 3. The Dolphin derby! -Ch take on the role of dolphins. Lay out some obstacles for the children to jump over, lay them out in 4 single file lines and split the class into 4 groups. Let the children practice jumping (encourage jumping with 2 feet and landing with 2 feet)</p>	<p>Power of PE I can maintain balance whilst running, jumping & changing direction Warm-up "An underwater adventure! Ch to pretend underwater and move around sea creatures The Dolphin derby! -Ch take on the role of dolphins. Lay out some obstacles for the children to jump over, lay them out in 4 single file lines and split the class into 4 groups children practice jumping 3. 'Find a Sea-snake' -Old skipping ropes cut into lots of different sizes. Children move round the playing area avoiding stepping on the ropes, adult shouts 'Find a sea snake!' the children must pick up a sea snake TSports Day Practice</p>	<p>Power of PE I can control and balance a bean bag. Warm-up "An underwater adventure!":Ch to pretend underwater and move around sea creatures. Find a Sea-snake' -Old skipping ropes cut into lots of different sizes. Children move round the playing area avoiding stepping on the ropes, adult shouts 'Find a sea snake!' the children must pick up a sea snake Then compare to see who find the biggest sea snake! 3. 'The Snail and the whale' children will take the role of the Whale, give Snail a tour of the ocean. They attempt to carry balance on shoulders. Sports Day Practice</p>	<p>Power of PE I can develop my FUNdamentals movement Throwing & Catching! Ch to pretend underwater and move around sea creatures. 3. 'The Snail and the whale' children will take the role of the Whale, give Snail a tour of the ocean. They attempt to carry balance the bean bag progress head, back hand. 3. Olly the juggling Octopus -Olly is very good at throwing and catching -he can do eight different types of catching. set out 8 different catching stations Left the children try each station,</p>	<p>Power of PE I can develop my FUNdamentals movement Throwing & Catching! Warm-up "An underwater adventure!":Ch to pretend underwater and move around sea creatures. 3. 'The Snail and the whale' children will take the role of the Whale, give Snail a tour of the ocean. They attempt to carry balance the bean bag progress head, back hand. 3. Olly the juggling Octopus -set out 8 different catching stations Left the children try each station,</p>
	<p>Gross Motor Develop pupil's ability to move in a variety of ways. Fine Motor Paint/draw bodies of an appropriate size with some extra details.</p>	<p>Gross Motor Develop pupils object control (Stop & Slide moving to Throw & Catch). Fine Motor Colour match to a specific colour and shade.</p>	<p>Gross Motor Develop pupils object control (Stop & Slide moving to Throw & Catch). Fine Motor Paint/draw with detail (bodies with sausage limbs and additional features).</p>	<p>Gross Motor Develop pupils object control (Slide & under-arm throw to a target). Fine Motor Draw/paint self-portraits, landscapes and buildings.</p>	<p>Gross Motor Develop pupils object control (Slide & under-arm throw to a target). Fine Motor Draw/paint self-portraits, landscapes and buildings.</p>	<p>Gross Motor Develop pupils object control & creativity. Fine Motor Create patterns/ meaningful pictures when printing and print with a variety of resources.</p>	<p>Gross Motor Develop pupils object control & creativity. Fine Motor Create patterns/ meaningful pictures when printing and print with a variety of resources.</p>

C o m m u n i c a t i o n a n d L a n g u a g e	<p>Listening, attention and understanding Children to ask who, what, where questions to find out about growing topic.</p> <p>Speaking Children be able to organise their thoughts when answering who questions.</p>	<p>Listening, attention and understanding Children will be able to talk about why things happen-changes in season from spring to summer.</p> <p>Speaking Children will use new vocabulary linked to growing topic and explain in organised/ sequential steps with their partner how to plant a bean using time connectives. First, then, next.</p>	<p>Listening, attention and understanding Children will be able to have conversations with peers with back-and-forth exchanges about topic.</p> <p>Speaking Children will talk in sentences using a range of tenses encouraging to use tier 2 vocabulary from Extraordinary Gardner roamed, roaming etc. Children to create storylines of their own.</p>	<p>Listening, attention and understanding Listen to and talk about Jack and Beanstalk story to build familiarity and understanding. Children answer 'how do you know' questions: "I wonder why?"</p> <p>Speaking Develop questioning such as -What has happened? Why are they there? What might happen next? '</p>	<p>Listening, attention and understanding Make predictions about what might happen next in story. Make comments about what they have heard and ask questions to clarify thinking.</p> <p>Speaking Children will speak clearly in well-formed sentences with some detail. E.g., "I made a big pirate ship with a black and white flag on the top" Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments about Greta, growing topic.</p> <p>Speaking Use talk to help work out problems and organise thinking and activities linked to maths pattern and relationships discussing strategies, Explain how things work and why they might happen.</p>	<p>Listening, attention and understanding Consider the listener and takes turns to listen and speak in different contexts. Understand who, what, where and why questions.</p> <p>Speaking Use conjunctions to extend and articulate their ideas, join phrases with words such as 'because', 'so', 'could' .</p>
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L i t e r a c y	<p>Read common exception words for their corresponding RWI text. All pupils to know 'Ditty level' red words I, the, of, my, no, to · Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read Write Inc Ditty Group Red Group Green Group Purple Group Pink Group</p>						
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L i t e r a c y	<p>Comprehension Read the story the Extraordinary Gardner ask question what is the problem? What would you do if...? / Would you rather...?</p>	<p>Comprehension Children will be able to answer questions about the Extraordinary Gardner and use tier two vocabulary from the book. Imagination, imagining, wild ordinary, roamed, roam, roams, roaming, soared (soar) longed discovered.</p>	<p>Comprehension Children will know that information can be retrieved from books. Look at non-fiction books and retrieve information for writing own fact sheet.</p>	<p>Comprehension Children will identify the characters in Jack and the Beanstalk -heroes, villains,</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and by retelling Jack and the Beanstalk in own words.</p>	<p>Comprehension Children can share a favourite book with a peer .Children will sequence the story in the correct order.</p>	<p>Comprehension Demonstrate understanding of what has been read to them and understand recently introduced vocabulary during discussions about stories.</p>
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W r i t i n g	Children to write a caption to match the picture of a plant. Spell some irregular words.	Demo to children how to write instructions using numbers. Children to write instructions to tell a friend how to plant a bean. Children to write longer words that are spelt phonetically.	Children to recall information from non-fiction text to write own fact sheet about plants. Demo how to rehearse sentence and to check back and re-read through their work.	Demo how to write a character description about Jack. Children to write a wanted poster for the Giant.	Children to write own Jack and the ... story. Demo how to change parts of the story.	Children to write own Jack and the ... story. Demo how to change parts of the story	Summer poetry I see, I hear, I smell think about ambitious vocabulary choices.
M a t h s	White Rose Maths Sharing and Grouping Explore Grouping Grouping Even and odd sharing Play with and build doubles Equal opportunities to share fairly, recognise and make equal groups. Some quantities will share equally into 2 groups, and some won't. They may also notice that some quantities can be grouped into pairs, and some will have one left over. Double means 'Twice as many'. Build doubles using real life.	White Rose Maths How Many Now? Add more How many did I add? Take away How many did I take away? Focus on adding more using structure first, then, now mathematical stories. number stories where the 'then' part is missing, Can children say how many they have taken away? How many do they have left? challenge, provide children with 'first, then, now' number stories where the 'then' part is missing.	White Rose Maths Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Children to draw out the unit of repeat. Develop a secure knowledge of pattern rules. reate and recreate repeating patterns beyond AB patterns	White Rose Maths Visualise, build and map Visualise from different positions Describe positions Give instructions to build Explore mapping Focuses on spatial reasoning. children to gain knowledge of how things can look from different viewpoints, developing their spatial awareness. Use spatial language, including following and giving directions. Children to describe position	White Rose Maths Visualise, build and map Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Visualising from different perspectives. Discuss routes and locations, using words like 'in front of' and 'behind'. Children to interpret maps. children to make simple maps of familiar places.	White Rose Maths Making Connections Deepen understanding Patterns and relationship look at deepening this understanding through developing children's reasoning and problem-solving strategies. Encourage children to review and discuss their strategies. Opportunities to explore and investigate relationships between numbers, shapes and patterns	White Rose Maths Maths summer activities. Making patterns. Recap doubling, sharing, Use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create maths stories in meaningful contexts.

<p>U n d e r s t a n d i n g t h e W o r l d p a s t a n d p r e s e n t</p>	<p>Discuss with children what they know about growing and what they would like to find out about. Complete a KW grid with the children's inputs. Children to ask who, what, where questions to find out about growing topic.</p>	<p>To understand what plants need to grow.</p> <p>Explore school grounds and discuss changes taken place from spring to summer. Discuss growing and how some things grow from seeds. What do they need to survive?</p>	<p>To learn and experience the 5 senses- seeing/ hearing/ smelling/ touching and tasting through science based activities. Tasting different flavours, salty plain crisps, sweet honey, sour lemon, bitter celery. Touch - Use a feely bag to feel a variety of textures and objects. Sight - blindfold the children and draw a picture of themselves. Remove blindfold and draw again. Smell - variety of things in jars, can you guess what it is?</p>	<p>Who is Greta Thunberg? Discuss that people can be famous for lots of different reasons. Have you heard of Greta Thunberg. Discuss that Greta is a significant person who is trying to help people to look after the planet.</p>	<p>What has Greta done in her life? Greta Thunberg started when she was still a teenager. Greta Thunberg was 'TIME' magazine's youngest person of the year. Greta Thunberg was nominated for the Nobel Peace Prize.</p>	<p>What is Greta's journey? Greta Thunberg continually speaks up for the younger generation. Greta Thunberg founded Fridays for Future. She sailed from Plymouth to America on a solar-powered boat.</p>	<p>What has she done to make the world better? Discuss how she is raising awareness of climate change across the world, especially amongst young people.</p>
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<p>E x p r e s s i v e</p>	<p>Charanga- Reflect, rewind, replay I can listen to and respond to music. Listen Listen and Appraise - William Tell Overture by Rossini - How old sdo you think the music is? What can you hear? Does the music tell a story? Rewind and Listen Out! Celebration by Kool And The Gang. A listening activity to remember Songs, Ask the children if they have heard it before. Which of the following can you hear in this musical extract?" Compose with the Song Big Bear Funk</p>	<p>Charanga- Reflect, rewind, replay I can listen to and respond to music and perform. Reflect Listen to Dance Of The Sugar Plum Fairy by Tchaikovsky - a dance from his ballet. What can you hear? How does it make you feel? Tchaikovsky was a Russian composer. He was born in 1840 in Russia. Rewind and Listen Out! A listening activity to remember instruments and their sounds. The extract you will hear is Ganesh Is Fresh by MC Yogi. The answer to the question is: drums, bass, sitar, voices, male rapper. Compose with the Song Baa Baa Black Sheep</p>	<p>Charanga - Reflect, rewind, replay I can explore high and low pitch. Listen and Appraise - Flight Of The Bumblebee by Rimsky-Korsakov. Rewind and Listen Out! We Are Family by Sister Sledge. A listening activity to remember songs, instruments and their sounds. Select the instruments that you think you can hear. ! The answer to the question is: piano, bass, drums, electric guitar, keyboards, voices. Compose with the Song Twinkle Twinkle Little Star</p>	<p>Charanga - Reflect, rewind, replay I can sing nursery rhymes. Listen and Respond Jupiter, The Bringer Of Jollity by Holst is the fourth piece of music from The Planets Suite. Composed by Gustav Holst between 1914-1916. How does the music make you feel? Rewind and Listen Out! Singing In The Rain sung by Gene Kelly. A listening activity to remember songs, instruments and their sounds. Which of the following can you hear in this musical extract?. The answer voice, violins, cellos, trumpets, flutes, trombones.</p>	<p>Charanga - Reflect, rewind, replay I can learn to sing nursery rhymes. Listen - Listen and Appraise - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams (early 20th Century) Rewind and Listen Out! Frogs' Legs And Dragons' Teeth by Bellowhead. A listening activity to remember songs, instruments and their sounds. Notes, violins, cellos, trumpets, flutes, trombones. Compose with the Song Rock-A-Bye Baby</p>	<p>Charanga - Reflect, rewind, replay I can share and perform Listen - Listen to Little Mermaid and appraise music. How does it make you feel? What instruments can you hear? Compose- What instruments might we use to create underwater music? Discuss instruments and how we might play them. Shake, bang, scrape etc. In small groups work together and make music.</p>	<p>Charanga - Reflect, rewind, replay Following on from last week how might we record our music using symbols to represent the instruments and beats? Children work in small groups to compose own underwater music and then preform to class.</p>
<p>A r t s & D e s i g n</p>	<p>To understand what waterproof means and to test whether materials are waterproof. Tell or show the pupils that you have set up a waterproof material testing station next to the water tray. Their mission is to test and discover which materials are waterproof and which are not. Discuss how they could do this - can any pupils volunteer any ideas?</p>	<p>To test and make predictions for which materials float or sink. Articulate their ideas and thoughts. Ask pupils if they can explain what floating and sinking mean. Can they give any examples of things that may float and sink? Show pupils the tray of items that you have brought to test. Explain that they are first going to make predictions about whether each object will float or sink and then test their theories. If it floats, what will we see? If it sinks, what will we see? Create a simple table on the board, writing down each object name and then leaving a space next to it where you will write the pupils' predictions.</p>	<p>To compare the uses of boats. Use talk to help work out problems and organise thinking and activities, and to explain how thing work. 1. Using the Presentation: All about boats, discuss what boats are used for and look at the different types of boats Slide 1: Talk to the children about boats and ships. A boat travels on water. Ships also travel on water. A ship is bigger than a boat.</p>	<p>Have you ever been on a boat or a ship? Why did you travel on a boat or ship? Where were you going, or what were you doing? Slide 3: Explain that boats and ships usually carry things across the water. They carry people, animals, other vehicles and even food across the world. There are lots of different types of boats. Ask children about the Queen Mary 2: Is it a big boat or a small boat? How do you know? (Big, it has many windows that many people can look through.) What do you think the Queen Mary 2 is for? (Moving people across the ocean.) Do you think it carries many people?</p>	<p>To investigate how the shape and structure of boats affects the way they move. Set up the different types of boats and containers. pupils explore the different boats and containers through play. Encourage them to think about: - if the container is waterproof. - if it floats well. - if it is able to carry cargo or passengers (e.g. small world figures). - which floats the best. - if they are able to move smoothly or whether they tip over. Encourage them to use the terminology in their play, for example: "Oh no! The captain has slipped over on the deck!". Which shape is the best for a boat?</p>	<p>To design a boat. Explore, use and refine a variety of artistic effects to express their ideas and feelings. pupils are going to be designing their own boats. Start the lesson by playing the Activity: Boat bingo cards game from lesson 3. How many boat features can they remember? Briefly review what each different part of the boat does. 2. Discuss the fact that a boat has to float and be made from waterproof material. Which container was the most successful? Why? Discuss the materials that would make a good boat.</p>	<p>Create a boat based on their own design. Using pupils design ask them to turn to the person next to them and talk through the materials they will need. As they create, encourage them to keep looking back at their plan to see what they wanted their boat to look like and the materials they hoped to use. Encourage pupils to discuss problems and how they might be solved as they arise. 4. When each pupil has finished, ask them to look over their design and their finished model to see if there is anything they have missed out.</p>