

## Prime areas

## Specific areas

## Characteristics of Effective Learning

**Ladybirds Class – 2024/2025  
Summer 2**

### Personal Social and Emotional Development

- *PSHE – Changing Me!*
- *Building learning power (BLP) – The 4 r's – Resilience, Reciprocity, Reflectiveness and Resourcefulness*
- *Transition*
- *Trying new activities – Sports trips*
- *Introduce challenge card – challenge of the day*

### Physical Development

- *PE – Athletics*
- *Sports trips – Go Ape!, Multi-skills event, Sports Day, Community sports day*
- *Threading, cutting, weaving, playdough, fine motor activities*
- *Handwriting – letter formation*
- *Cutting with scissors*
- *Handle tools, objects, construction, malleable materials with increasing control*

### Communication and Language

- *Model and encourage children to use scientific vocabulary*
- *Oracy – Takes part in discussion*
- *Sustained focus when listening to a story – introduce stories with less pictures/longer stories*
- *Asks how and why questions*
- *Describe events in some detail*

### Literacy

- *Bookbuds*
- *Phase 3 and Phase 4 phonics consolidation*
- *Tricky words*
- *Capital letters/Lower case letters*
- *Finger spaces*
- *Grapheme/Phoneme correspondence*

### Understanding the World

- *RE – What places are special and why?*
- *Outdoor learning*
- *Holidays in the past*
- *Dinosaurs and prehistoric past*
- *Living things and their habitats*
- *Caterpillar to Butterfly life cycle*

### Expressive Arts and Design

- *Music- Big Band*
- *Art – How can we explore 3D materials?*
- *Insect hotels*
- *Repeat pattern printing roller*

### Mathematics

- *Manipulate and rotate 2D shapes*
- *Compose and decompose shapes*
- *Sharing and grouping*
- *Even and odd*
- *Doubles*
- *Repeating patterns*
- *Visualise, build and map*

### Umbrella Narratives:

The Big Book of Bugs, Dear Dinosaur, The Lighthouse Keepers Lunch.

### **Creating and thinking critically**

- Having their own ideas
- Making links
- Choosing ways to do things

### **Active learning**

- Being involved and concentrating
- Keep on trying
- Enjoy achieving what they set out to do

### **Playing and exploring**

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

### Key vocabulary

*past, present, egg, chrysalis, caterpillar, butterfly, life cycle, grown-up, change, worry, excited, memories, names of animals, live, on land, in water, environment, ocean, plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest*

### **Ideas to support your child's learning at home.**

- Talk with an adult about moving to year 1. What do you wish for in year 1? What would you like to learn about? Draw a picture and write about your wish inside a star.
- Write a letter to someone special which you can send in the post box. Use your phonics to sound out the words. Don't forget your finger spaces.
- We are learning about the life cycle of a butterfly. Find out about another life cycle for example 'a ladybird'. Can you draw the pictures of the life cycle and write some key facts about what happens.