

## Around The World Part 2 Theme Overview

| Phonics   | Maths - number   | Maths - other areas  | PE  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>* revising set 2 sounds (ay, ee, igh, ow, oo, ar, or, air, ou, ir, oy)</li> <li>* remembering to hold a pencil correctly</li> <li>* writing the 25 single letter sounds correctly including capital letters</li> <li>* learning to read and write 4 and 5 sound words e.g. slip, band, frost using speedy reading</li> <li>* revising reading simple sentences speedily</li> <li>* revising writing multisyllabic words</li> <li>* learning to write more than 1 sentence using a capital letter, finger spaces and a full stop for each</li> <li>* learning to compose and write</li> </ul> | <ul style="list-style-type: none"> <li>* understanding subtraction in the context of the composition of number (5-3=2)</li> <li>* remembering addition facts including some bonds to 10</li> <li>* comparing 2 numbers using the terms more than, fewer/less than, equal</li> <li>* quick recall of 1 more / 1 less relationship between numbers</li> <li>* reviewing numbers beyond 10 including patterns in the number system</li> <li>* counting in 2s</li> </ul>                   | <ul style="list-style-type: none"> <li>* naming and describing 2D and 3D shapes</li> <li>* counting in 2s using money</li> </ul>   | <p>Sports Day Prep Outdoors:</p> <ul style="list-style-type: none"> <li>* running races</li> <li>* hurdles</li> <li>* relay races</li> <li>* egg and spoon</li> <li>* quoit on head</li> <li>* obstacles races</li> <li>* throwing Nerf vortex</li> <li>* scoop and beanbags</li> <li>* parachute games</li> </ul>                  |
| Speaking and listening  | Personal and social  | Theme  | Talk through stories  |
| <ul style="list-style-type: none"> <li>* continuing to listen in a larger group</li> <li>* continuing to compare similarities and differences with increasing detail and accuracy</li> <li>* developing use of talk to explain and justify their thoughts and feelings</li> <li>* responding to what they have heard by making relevant comments or asking questions to find out more</li> <li>* speaking in full sentences using past, present and future tenses and using connectives to expand their ideas</li> <li>* continuing to follow multiple instructions</li> <li>* continuing to learn and apply new</li> </ul>         | <ul style="list-style-type: none"> <li>* continuing to show respect for different cultures, religions and traditions</li> <li>* learning to show more resilience and perseverance when tackling new challenges or building on previous learning</li> <li>* learning to talk confidently about their own feelings and the feelings of others</li> <li>* SRE - learning to look after their own body and name their body parts. Learning about changes since they were a baby</li> </ul> | <ul style="list-style-type: none"> <li>* learning about Australia - landmarks, weather and people</li> <li>* learning about Aboriginal art</li> <li>* learning about Sweden - landmarks, weather and people</li> <li>* learning to compare multiple places and give their opinion</li> <li>* learning to interpret maps</li> <li>* learning to test ideas in a scientific way (properties of materials / changing states)</li> <li>* learning about different materials</li> <li>* learning about the traditions of</li> </ul> | <p>learning new vocabulary through story of the week</p> <ul style="list-style-type: none"> <li>-</li> <li>* There is an Ouch in my Pouch</li> <li>* The Koala Who Could</li> <li>* The Red Apple</li> <li>* Eva Äventyr (duel language)</li> <li>* The Scarecrows Wedding</li> </ul> <p>(see separate breakdown of vocabulary)</p> |
| Concept Cat words   |  |  |   |
| after, bottom, hard, longest, above, light (weight), heaviest, before, dark then a review of any that need it   |  |  |   |