

## Communication and Language

**Listening, Attention and Understanding** - Children will connect one idea or action to another using a range of connectives. Children will listen to and respond to stories describing events in some detail. Children will follow instructions and they will take part in discussions understanding the importance of listening.

**Speaking** - Reread favourite stories and consolidate key vocabulary. Children will use new vocabulary in different contexts. Continue to share school values – Care, Aspire and Achieve, Learning Behaviours and Characteristics of Effective Teaching and Learning.

## Personal, Social and Emotional Development

**Self - Being My Best** - Children will be able to feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.

**Self – Regulation** - Through daily interactions, story times and Circle Times children will express their feelings and consider the feelings of others and be able to identify and moderate their own feelings socially and emotionally. Children will think about the perspectives of others. (Links to Zones of Regulation) Children will show resilience and perseverance in the face of challenge. (Links to Learning behaviours).

**Building Relationships** - Children will see themselves as a valuable individual and build constructive and respectful relationships through daily interactions, class routines, Circle times and discussions.

**Managing Self** - Children will manage their own needs such as personal hygiene and know and talk about the different factors that support their overall health and wellbeing: such as regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian.

## Physical Development

**Fine Motor** - Threading, cutting, weaving and play dough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle. Draw a cross. Pegs to Paper.

**Gross Motor** – Opportunities for children to move over and under equipment. Encourage children to be highly active. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Opportunities for children to dance and move to music. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Scooters, Pedal Days, and daily outdoor play. P.E Scheme: Fundamentals Unit 2, Ball Skills Unit 1.

## Literacy

**Comprehension** - Children will retell a story with actions as part of a group. Children will use story language when acting out a narrative. Share a range of non-fiction texts, discuss the contents, and index page.

**Word Reading** - Phonics: cvcc, ccvc, cvc, ccvcc, Key words: your, her, saw, time, out, house, about

Children will read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children will read simple sentences with fluency  
**Writing** - Children will be encouraged to write lists and to write for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Children will be encouraged to form lower-case and capital letters correctly. Children will be encouraged to reread what they have written to check that it makes sense.  
Tales Toolkit.

# Summer 1 Growth

## Mathematics

Number – Children will count objects, actions, and sounds to 10. Children will subitise to 10. Children will explore the composition of numbers to 10 and count beyond 10.

Numerical Patterns – Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Children will compare numbers. Children will select, rotate, and manipulate shapes to develop spatial reasoning skills.

### White Rose – To 20 and Beyond!

Number patterns to 20, ten frames fill beyond 20, estimating game, ten frame subtraction game, missing numbers, ordering numerals to 20, which holds the most? Shape, models, tangrams.

**White Rose - First, Then, Now** Track game - counting on, adding more, taking away, making new shapes with 2 right angled triangles, making new shapes with squares, making new shapes with tangrams, pattern blocks.

Mastery in Number.

## Understanding the World

Past and Present - Introduce children to life cycles of caterpillars, frogs, chicks, plants, and humans. Talk about how things change over time.

People, Culture and Communities – Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Children will recognise that people have different beliefs and celebrate special times in different ways. Children will learn about Eid al-Fitr. B&V – What is special about our world?

The Natural World - Children will understand the effect of changing seasons on the natural world around them, learning about spring and they will go on a seasonal walk identifying the signs of spring. Explore the 5 senses making links to spring, exploring the world around them describing what they see, hear and feel whilst outside. Children to make observations on minibeasts and insects found outside, Children to plant. Introduce the children to recycling and the importance of the Three R's.

## Expressive Arts and Design

Creating with Materials - Children will have opportunities to explore, use and refine a variety of artistic effects to express their ideas and feelings - Symmetrical butterfly prints. Colour mixing. They will build a variety of models using construction and will be encouraged to return to their previous learning refining their ideas - constructing animal homes. Vincent Van Gogh – Sunflowers. Being Imaginative and Expressive - Children will sing and join in with a variety of songs, both in a group and on their own, increasing matching the pitch and following the melody – learn and perform 'There's a Tiny Caterpillar on a Leaf'. Children will watch and talk about dance, expressing their feelings. Children will listen to a range of music and they will be encouraged to express how it makes them feel. Children will join in with role-play and story props developing storylines through pretend play -retelling stories using story maps, props, puppets, & story bags will encourage children to retell, invent, and adapt stories. Charanga – Big Bear Funk!

## Characteristics of Effective Teaching and Learning

### Playing and Exploring

**Children will be learning to:**

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

### Active Learning

**Children will be learning to:**

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

### Creating and Thinking Critically

**Children will be learning to:**

Take part in simple pretend play.

Sort materials.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems.

Use pretend play to think beyond the ‘here and now’ and to understand another perspective.

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

## Care

### To show we Care:

We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.

## Aspire

### To show we Aspire:

We will Aspire to be independent learners.

The Viking Awards

## Learning Behaviours

Pride

Curiosity

Creativity

Determination

Collaboration

## Fundamental British Values

## Enrichment:

Spring Walk

Pedal Day

Farm Trip

Observe caterpillars/stick insects.

Green Day

<p>Have a Go Heroes</p> <p><b>Achieve</b></p> <p><b>To show we Achieve:</b></p> <p>We will learn to do new things and reach personal learning goals.</p> <p>The Viking Awards</p> <p>Have a Go Heroes</p>	<p>In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them. The Fundamental British Values are:</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those of different faiths and beliefs.</p>	<p><b>Stories and Texts:</b></p> <p>The Very Hungry Caterpillar</p> <p>The Enormous Turnip</p> <p>Jack and the Beanstalk</p> <p>Other stories that capture children’s interest and support PSHE themes.</p> <p>Share a range of rhymes and poems.</p> <p><b>Celebrations, Festivals and Events</b></p> <p>Eid al-Fitr</p> <p><b>Parental Engagement</b></p> <p>Stay and Read</p>	<p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p>
---	---	--	--