

Summer 1

Topic	<i>Amazing Animals</i>
Key Texts	Brown Bear, Brown Bear What do you see? by Bill Martin Jr. What the Ladybird heard? by Julia Donaldson, We're going on a Bear Hunt by Michael Rosen, Handa's Surprise by Eileen Browne
Trips/Visits/Visitors/Experiences	Safari Stu - 15-5-25 Parents 'Stay & Play'
Writing	<ul style="list-style-type: none"> • Develop manipulation and control, and explore different materials and tools – playdough, cutting, drawing, pouring water, pushing toy cars • Enjoy drawing freely • Begin to give some meaning to their marks • Write some or all of their name • Write some letters accurately • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for Mummy
Reading	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • The names of the different parts of a book • Print can have different purposes • Page sequences • In English text we read from left to right and from top to bottom <p>Develop their phonological awareness so they can:</p> <ul style="list-style-type: none"> • Spot and suggest rhymes in books • Count or clap syllables in a word • Recognise words with the same initial sound • Engage in extended conversations about stories
Phonics	<ul style="list-style-type: none"> • Initial sound games and activities
Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Be able to talk about familiar books and tell a long story • Show understanding of an instruction with two parts such as 'Get your coat and line up' • Sing a large repertoire of songs such as Nursery Rhymes, counting songs and other school songs • Be able to express themselves and debate using words as well as actions • Be able to start a conversation with an adult or friend and let it continue • Use talk to organise themselves and their play • Begin to use a wider range of vocabulary focused on opposites, butterfly lifecycle and direction • Use longer sentences of four to six words
Mathematics	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers • Show 'finger numbers' up to 5 • Fast recognition of up to 5 objects, without having to count them (subitise) • Recite numbers past 5 • Say one number for each item in order: 1,2,3,4,5

	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals • Solve real world mathematical problems with numbers up to 5 • Compare quantities using language: 'more than', 'fewer than' • Make comparisons between objects relating to weight using language such as heavy, light, heavier than, lighter than when looking at fruit with Handa's Surprise • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' when looking at the story of I'm Going On a Bear Hunt • Understand position through words alone - for example, "The bag is under the table" - with no pointing – Describe where objects are in the classroom and in stories • Describe a familiar route when walking around the classroom and playground. • Discuss routes and locations, using words like 'in front of' and 'behind' when reading Going on a Bear Hunt and Handa's Surprise • Extend and create ABAB patterns • Notice and correct an error in a repeating pattern
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs e.g. pouring drinks, using the toilet and washing their hands • Begin to use one handed tools such as scissors • Begin to use a comfortable grip with good control when holding pens and pencils • Continue to develop their movement, balance and ball skills through weekly PE sessions • Use large-muscle movements to play, paint and make marks • Develop independence when dressing and undressing • Match their developing skills to tasks and activities in class • Continue to eat independently and use a knife and fork • Develop their balance and riding skills • Go up steps and climb large apparatus, using alternate feet • Skip, hop, stand on one leg and hold a pose for a game • Collaborate with others to manage large items when using our outdoor construction site • Start taking part in group activities which they make up for themselves or in teams • Begin to show preference of a dominant hand when using tools • Use child safe knives to chop fruit safely
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Show more confidence in new social situations such as talking in show and tell them • Play with one or more other children, extending and elaborating play ideas • Help to find solutions to conflicts and rivalries • Increasingly follow rules, understanding why they are important • To not always need an adult to remind them of a rule • Develop appropriate ways of being assertive • Talk with other to solve conflicts • Help to find solutions to conflicts and rivalries

	<ul style="list-style-type: none"> • Talk with other to solve conflicts • Select and use activities and resources with help when needed • To increasingly follow rules and understand why they are important • Do not always need an adult to remind them of a rule • Talk about their feelings using words such as happy, sad, angry or worried when reading 'We're Going on a Bear Hunt' • Play with one or more children, extending and elaborating play ideas • Develop their sense of responsibility and membership of a community when earning house points • Become more outgoing with unfamiliar people, in the safe context of their setting • Begin to understand how others might be feeling in stories • Develop appropriate ways of being assertive • Show and awareness of how to stay safe in the sun
<p>Understanding of the world</p>	<ul style="list-style-type: none"> • Know how to stay safe on the internet and know who to talk to if something worries them • Interact with age-appropriate software when playing on Purplemash/Minimash • Plant, care for and harvest fruit and vegetables in our Forest School Area veg patch • Begin to understand the need to respect and care for the natural environment and all living things • Continue to develop positive attitudes about the differences between people • Use all their senses in hands-on exploration of natural materials • Talk about what they see, using a wide vocabulary • Handle small animals when Safari Stu visits.
<p>Expressive Art and Design</p>	<ul style="list-style-type: none"> • Take part in pretend play whilst in the role play areas- House and shop • Draw with increasing complexity and detail- Drawing a range of animals • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Use drawing to represent ideas like movement and loud noises- animal drawings • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Sing the pitch of a tone sung by another person ('pitch match') • Remember and sing entire songs • Handprint animals for special book