

Personal, Social and Emotional Development

PSED Scheme: Healthy Lifestyles.

Cooperatively working, playing, and taking turns with others. Forming positive attachments to adults and friendships with peers. Showing an understanding of their feelings and those of others and regulates their behaviour accordingly. Setting and working towards simple goals.

CURRICULUM

Self-Regulation

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships

Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

Communication and language

Listening attentively and making comments/ asking questions during activities to clarify their understanding. Holding conversations and discussing their ideas with their teachers and peers. Talking about their experiences using past, present, and future tenses.

Role Play - Home Area: Introduce the class baby.

CURRICULUM

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



**EARLY YEARS
SUMMER TERM 1
2023**

IF YOU GO DOWN TO THE WOODS TODAY

Throughout the whole year children will:

Develop a love of books, stories and reading through story time, guided reading and home reading.

Possible Focused Texts

Fiction: Owl Babies, Deep Dark Wood, Little Red Riding Hood The Gruffalo, The Gruffalo's Child, Stick Man.

Non-Fiction: Trees Leaves Flowers and Seeds, Plants of the World, The Life of Plants, A Tree Grows Up.

Poetry Basket concludes with weekly 'Performance Friday'

I Have a Little Frog, Dance, Pitter Patter, Sliced Bread,
A Little Shell, Five Little Peas.



ENRICHMENT

Forest School sessions - A visit to Warner Woods
Growing butterflies from caterpillars

Mathematics

The children will continue to build on numbers to 20 and know that 17 is 10+7. They will be able to compare amounts saying which number is bigger or smaller. Children will continue to play addition and subtraction games such as 10 green bottles and be able to record the matching calculation. We will be consolidating our learning of 2D and 3D shape names and their properties and also revisiting measuring length, height and capacity. Finally, the children will be introduced to doubling and halving. We will use various maths stories to enhance the children's learning such as 'Tangram Cat' and 'Mouse Counts'.

CURRICULUM

Numbers

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Understanding the World

Children will find out about the United Kingdom and which countries it comprises of. They will begin to understand that the U.K. is an island with sea all around it. They will find out where forests are in the U.K and compare these to rainforests.

Science

Children will explore different animals that live in the woods, exploring how they move, where they live and key features of that animal. They will begin to understand that animals can be classified in different ways e.g. mammals, reptiles, birds and fish. They will explore how some animals are the same or different.

Weekly Investigations

Eggstraordinary, bottle blaster, Coke and mentos, bubble snake, lava lamps, Archimedes takes a bath.

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The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Literacy

The children will be listening to various woodland themed stories such as 'Little Red Riding Hood', 'Owl Babies' and 'The Gruffalo'. The children will be able to locate the front and back cover and understand why stories have a blurb on the back. The children will also be able to say what the role of an author and illustrator is. The children will be considering the characters feelings and thoughts within the stories and be able to recreate their own stories.

The children will be creating reports about woodland animals and listening to poems about mini beasts. When writing they will be focusing on breaking a sentence into words and using their phonic knowledge to write sounds in each word. They will recognise that a sentence has spaces between words and will use a full stop at the end of each sentence. Children will also begin to use a capital letter to start their sentences.

Daily phonics sessions - **Phase 3** - air, ear, ure
CVCC words with short vowel sound

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Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs. -

Read words consistent with their phonic knowledge by sound-blending.

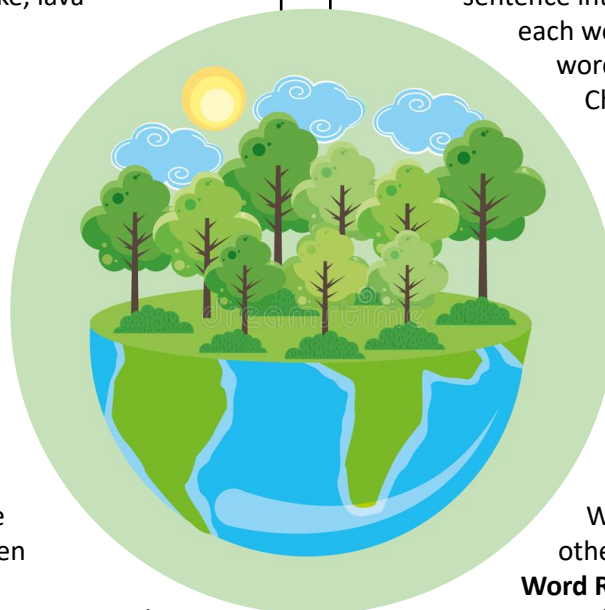
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. stories, nonfiction, rhymes and poems and during role play.



RE

Unit F5 - Which Places are Special and Why?

This unit enables children to explore a range of special places and find out about some buildings that are special for religious believers.

Children will learn about at least one place of worship.

There is the opportunity to show learning about a holy place through model making and the unit finishes with the children consolidating all of their learning to create a special place for the whole class.



Physical Development

Negotiating space and obstacles safely.

Moving in a range of ways. Demonstrating strength, balance, and coordination.

Being able to hold a pencil effectively. Efficiently using a range of small tools, such as scissors and tweezers. Dough Disco.

Movement for Learning and PE sessions.

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Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.



Expressive Arts and Design

Safely using, exploring, and experimenting with different materials, tools and techniques. Sharing and explaining their creations.

Using props to retell and adapt stories and narratives.

Singing and performing a range of well-known nursery rhymes and songs.

Artist of the term - Andy Goldsworthy



CURRICULUM

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Being Imaginative and Expressive

Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.

Develop storylines in their pretend play.