

Communication and Language

Link to some non-fiction books in drawing club and storytime to explore the subjects covered in more depth. Also use the non-fiction sections in the back of the story books. Explore how they help us to learn about things. Also look at how Google can help us to find out about things. Develop the formation of sentences in drawing club and phonic sessions. Encourage the children to use full sentences rather than short phrases. Model this to them in provision and during conversations. Encourage children to ask relevant questions to the area being discussed in drawing club and storytime. Encourage children to ask and answer questions in provision. Focus on a question word a week. Encourage children to use more accuracy and details when they are retelling stories and events.

Literacy

Make finger spaces and demonstrate how to use these in phonics and drawing club. Encourage children to use them whenever they are writing. Keep talking about letters/sounds and words. Model capital letters and full stops consistently in drawing club and phonics and encourage children to begin to use them appropriately. In phonic sessions work on CVC, CVCC, CCVC words etc. Continue to use phonic knowledge in reading and writing both in and out of phonic sessions; Know what sounds they make, what they look like and how to write them. Develop recognition of bank of high frequency words encouraging children to recognise them in their reading and write them. Work on writing one and then a sequence of sentences beginning to check the sentences when they have written them. Continue to talk about the different parts of a story at storytime. Use all of their developing skills when they are engaged in continuous provision.

Understanding the World

Use Drawing Club and Storytime to explore stories, non-fiction books and films to look at and explore plants and seeds and how they grow. Plant, care for and observe a variety of different things e.g. seeds, bulbs, seedlings, cuttings etc. Explain and explore the lifecycle of a plant. Constantly discuss how the seasons are changing and go for a Spring hunt. Learn about the lifecycle of plants and explore where they grow and what they need in order to grow and survive. [RE Key question F6 – What is special about our world?](#) Use the Beatrix Potter story to explore an historical figure and what life was like for her and why. How was it different to today and why? Use stories to explore different countries and what life is like there. Compare it with this country and their lives. Explore where these countries are on a map in relation to us and explore how you would get there.

PSED

Continue to work with children 1:1, in small groups, in circle times, in continuous provision to build their confidence and self-esteem. A lot of these approaches will be specific to different children. This will also help them to develop resilience and perseverance. Continue to support children to discuss and work through differences so that they can see the perspective of others and develop empathy. Through stories explore different people, families and places to develop tolerance, understanding and empathy.

Summer Term 1 2024

Texts

Beatrix and her bunnies – Rebecca Colby and Caroline Bonne-Muller K
Peter rabbit stories – Beatrix Potter
Billy's Sunflower – Nicola Moon and Karin Littlewood
Eddie's Garden – Sarah Garland
Mama Panya's Pancakes – Mary and Rich Chamberline
Little Red and the Very Hungry Lion – Alex T Smith

Physical Development (Outside PE and Large Apparatus)

Introduce a range of balls and small apparatus outside to further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop ball skills in PE lessons. Encourage children to develop a good pencil grip and demonstrate how to form letters correctly. Continue to encourage control and co-ordination in large movements outside as well as exploring different ways of moving, balances etc.

Mathematics

Create a garden centre with prices and 1p coins to but things with. Begin to introduce and demonstrate + and – number sentences alongside practical maths activities. Begin to look more closely at 3D shapes and how they are made. Add some nets to the maths area for the children to explore. Encourage children too share fairly in continuous provision, exploring how many each person would have etc. Daily practice to count forwards and backwards to 20. Through maths lesson; count, order and recognise numbers to 10, solve additional subtraction problems in their head and with apparatus, identify the pairs of numbers which make numbers to 5 and some to 10, introduce the subtraction facts for numbers to 5, subitise quantities to 5 and some to 10, find the doubles up to 5. Use these skills in their busy learning. Continue to explore weight, length and capacity in daily activities.

Expressive and Creative Arts

Begin to use and incorporate the skills and techniques that they have learnt in their independent art work. Taking more time and care to think about what they are doing and what they would like to achieve. Begin to explain what they have done and why. Thinking about what else they could do, what they could add to their work to improve it and learning when to stop. Continue to learn songs through Charanga and topic linked songs. Encourage children to clapp along to them and feel the beat as well as sing them. Encourage them to listen carefully to the song, joining in to sing it at an appropriate pitch and [pace. Explore moving and dancing to a beat. Use enhancements to encourage the children to recreate stories and storylines in their pretend play. Model this in drawing club sessions.