

Children will be Learning to	Planning Points	Examples of how to support this and KEY VOCABULARY
	<u>Mini Topics</u> – Week 1 – Transport Week 2 - Healthy Eating Week (Father's Day 18 th June) Week 3 – Fictional Superheroes (Outdoor learning day) Week 4 – Non-fiction Superheroes/Vincent Van Gogh Week 5 – Holidays Week 6 – Mythical Creatures Week 7 – Road Safety	
<i>Communication and Language</i>		
I can demonstrate a good understanding of language by following a series of instructions. I listen attentively to a story. I can talk about the main events in a story. I can use spoken language for a wider range of purposes and join in with simple discussions. I know how to follow a series of instructions. I know the main events in a story and can talk about them in detail. I know how to give my opinion (about interests, votes etc.) when in a discussion with my peers or adults. I know which foods are healthy and good for my body and which foods I should only eat a little bit of. I know that Vincent Van Gogh was an artist a long time ago and one of his most famous paintings was called Sunflowers. I know and can name several different modes of transport and compare them. I know key facts about holidays/days out I have had and can discuss these with my peers/adults.	<u>Key Vocabulary</u> – Role Play – Airport (Quad), Superhero headquarters (blue house) Vincent Van Gogh – very famous artist who lived a very long time ago. One of his most famous paintings was titled 'Sunflowers' – 14 sunflowers in a vase. He painted it to hang in the house he was living in, in France. He painted approx. 2100 paintings. His paintings are special because he used individual paint strokes – you could see each time he put the paint brush on the canvas. Before being an artist, he was a teacher and a shop assistant. Following instructions to create art work in the style of Vincent Van Gogh. First.... Next....then....finally.... Voting using the lollypop decision sticks – singing time, snack etc. Healthy Eating Week – have different fruit set up at the beginning of the week for Healthy Eating. Possible visit from Firefighters – look at the fire engine. What does it do? How does it help? Compare it to a normal car – what are the differences? Transport tally – how do you get to school?	Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?" Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.

Personal, Social and Emotional Development		
I can independently choose resources that I need. I can maintain concentration for an increasing amount of time in a busy environment. I can dress and undress independently, only needing help with fastenings. I know how to choose resources that I need to complete tasks. I know that I have to concentrate on what I am doing even if it is busy around me. I know how to dress myself only need a little support with buttons/zips/press studs etc. I know that if I have a different opinion to one of my friends (such as what game to play) I use talk to solve any conflicts.	School readiness – share poster with parents. Encouragement with self-help skills – focus on putting own coat, socks and shoes on. Look at behaviours in readiness for moving to reception – expectations and rules/boundaries. Father’s Day cards to be completed week 2. Farm visit Visit from an athlete - Challenge	Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.
Physical Development		
I have developed finger strength and isolation in readiness for a tripod grip. I can control writing tools to create some recognisable shapes. To know how to hold the pencil correctly. To successfully take part in group games with support from an adult. To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc. I know that it is important that I brush my teeth twice a day.	Dough Disco intervention – using Shonette Bason-Wood (Spread the happiness) on YouTube. Post the Dough Disco for Parents video to Tapestry. Focus on letter formation. Dentist roleplay in the home area.	Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own. Explain why safety is an important factor in handling tools and moving equipment and materials. Have clear and sensible rules for everybody to follow.
Literacy		
I can discriminate between sounds. I can order a short sequence of sounds with a model. I can keep a simple rhythm and match words that rhyme.	Twinkl Phonics – Week 31- Superheroes Week 32 – Castles Week 33 – Pirates and Mermaids Week 34 – Aliens Week 35 – Magical Creatures Week 36 – Witches and Wizards	Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for

I can say the initial sound in my name and other simple words. I can create some recognisable letter shapes when writing my name. I know the main story line of my favourite story and can talk about it. I know that each letter makes a sound – focussing on sounds in their names. I know how to identify the initial sound in words. I know how to blend sounds when I hear them to work out a word. I know how many sounds are in a CVC word.	Week 37 - Consolidation Key Texts Week 1 – The Little Red Train Week 2 – Which Food Will You Choose? Week 3 – Supertato Week 4 – Amelia Earhart Week 5 –We’re Going On a Bear Hunt Week 6 – The Gruffalo Week 7 – The Runaway Train Enrichment Texts Poo in The Zoo The Giant Jam Sandwich Zippo The Super Hippo Superworm Fireman Sam Topsy and Tim Go On An Aeroplane	drawing. Children also need to know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).
Mathematics		
I have a good understanding of numbers to 5. I know that the amount stays the same if objects are rearranged. I can count by rote to 10. I can read numerals to 5 and can match these to an amount. I know what number comes next when I am given a starting point. I know what number comes before when I am given a starting point.	Master the Curriculum Maths Number composition 1 – 5, What comes after? What comes before? Numbers to 5 Update the maths area with numbers to 5, 5 frames, a range of media to count, number lines.	Discuss position in real contexts. Suggestions: how to shift the leaves off a path or sweep water away down the drain. Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.” Take children out to shops or the park: recall the route and the order of things seen on the way. Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other. Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with. Read stories about journeys, such as ‘Rosie’s Walk’. Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose. Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make. Occasionally suggest challenges, so that children build increasingly more complex constructions. Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: “Where does this triangular one /cylinder /cuboid go?”
Understanding of the world		

I am confident to talk about the world around me and people or places that are familiar to me. I can talk about how things grow and change and recognise that other places might have features different to where I live. I can talk in detail about my family. I am developing an understanding that things were different in past through topics such as dinosaurs, Bonfire Night, Transport and the Curiosity Box. I know similarities and differences between modes of transportation. I know that adults do a variety of jobs and that they are not all the same. I can show an awareness of the emergency services and how they can help us. I know about where some foods come from. I know what an emergency is. I know that it is important to eat healthily and look after our bodies.	Outdoor Learning Day – July 10th Curiosity box – Handkerchief made into a sun hat, postcard. Post box for children to make their own postcards. Mechanics garage – in the role play area where the vets was. Range of transport, tools, overalls etc.	Draw children’s attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration and encourage children to use it. Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it.
<i>Expressive Arts and Design</i>		
I am developing more control over tools and can cut continuously with scissors. I can represent my ideas in both 2d and 3d forms. I enjoy experimenting with tuned and untuned instruments and enjoy sharing my music making with others. I enjoy pretend play and can act out a part of a familiar story or experience. I know a range of different ways to join objects together when I am constructing (eg tape, PVA, glue stick, stapler (with support)). I know that body movements can be changed depending on the rhythm to achieve an effect.	Paintings in the style of Vincent Van Gogh, Sticky pictures in the style of Vincent Van Gogh Father’s Day/someone special cards – Superhero theme? Instruments outside with deconstructed dressing up, upturned blue tubs for stage.	Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line

I know how to play a range of musical instruments so that they make a noise.		When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this.
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