

## Moving and Handling

**REAL PE - Physical cog.** Co-ordination: sending and receiving

Agility: Reaction and response

### Balanceability

Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiments with different ways of moving.

### Writing

Holds pencil near point between first two fingers and thumb and uses it with good control.

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

## Reading Focus author: Shirley Hughes

Read Write Inc daily phonics in groups. Twice a day story time

Focus on common exception words (red words)

Shared reading/ Guided reading.

Simple narratives

Begins to read words and simple sentences.

Use phonic knowledge to decode regular words and read them aloud

Read words and simple sentences.

### Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## Writing

RWI daily phonics - in groups

PoR Surprising Sharks

Labelling, predicting, asking and writing questions, poetry, fact finding, and persuasive writing.

Begins to break the flow of speech into words

Can segment the sounds in simple words and blend them together.

Writes things such as labels and captions.

Attempts to write short sentences in meaningful contexts. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

### Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Number

**Addition / Subtraction**

Part part whole to 10 / 20

Addition

Subtraction

Number bonds to 10

Careful counting and use of number lines

Adding and subtraction two single digit numbers and counting on or back to find the answer (ELG)

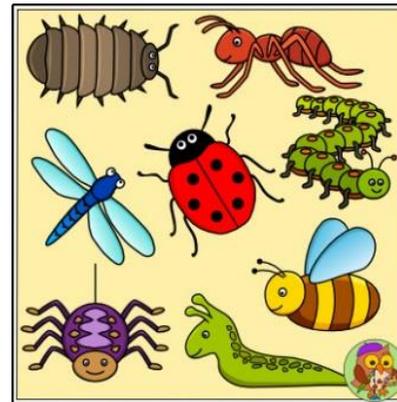
**Number recognition 0-20 and beyond.**

Children count reliably with numbers from one to 20, place them in order and can say 1 more or 1 less than a given number

**Counting in 2's and 10's (ELG exc) Writing numbers**

### Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.



## Space Shape & Measure

**Time:** Use everyday language related to time (sequencing familiar events and introducing months/ days of the week.)

**Measures short periods of time in simple ways.**

Begins to identify own mathematical problems based on own interests and fascinations

**Continuous provision:**

**Outdoor 1 minute sand timers with physical activities**

**Height charts and measuring planted beans outside.** Chn to measure beans that they have planted/ compare and order heights/ use everyday language to talk about height

## Listening and Attention

**Story times, assemblies, carpet inputs, (listen and question time)**

Listens in a whole class situation.

Listen and recall significant details.

Listen to explanations and respond.

Remain focused and persevere in play whilst sustaining a conversation.

Remain focused, concentrates and sits quietly during an activity.

### Early Learning Goal

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

## Being Imaginative

**Story telling / small world** minibeast world.

**Role Play** minibeast investigation station.

Introduces a storyline or narrative into their play / Plays cooperatively as part of a group to develop and act out a narrative.

**Painting and collage of minibeasts** Captures experiences and responses with a range of media and paint. Chooses particular colours to use for a purpose

**Designing and making a garden** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Create simple representations of events, people and objects.

**Outdoor area - use magnifying glasses to find minibeasts**

### Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

## The World

**Investigating habitats.** Children know about similarities and differences in relation to places and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Explore forest school area in groups (2 weeks). Den building/ mud kitchen/ searching for bugs.**

### **RE**

What places are special and why?

Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.

### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

# SUMMER 1 Minibeasts



## People and Communities

### My family

Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines.

### Early Learning Goal

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

## Exploring & Using Media & Materials

**Painting and collage of minibeasts** Captures experiences and responses with a range of media and paint. Chooses particular colours to use for a purpose. Experiments to create different textures.

**Sculptures of minibeasts** Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.

**Charanga music lessons 'Big Bear Funk'**

**Outdoors: Music instruments and CD player outside - performing and singing on the 'stage'**

### Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

## Technology

I-pads in small groups of 4/5 with an adult. 2 Simple program.

Photographing with class I-pads - photographing habitats and minibeasts

To know that information can be retrieved from computers  
To complete a simple program on a computer/iPad.  
To use ICT hardware to interact with age-appropriate computer software.  
Select and use technology for particular purposes.

### Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## Health and Self-Care

Understanding how to wash hands correctly, keeping ourselves and families safe from Corona Virus/ Germs and how we can stop them spreading  
Balancability/ cutting and sticking/ building houses/ construction/

Understands that equipment and tools have to be used safely.  
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

**SRE: Relationships education** (see PSED)

Observes the effects of activity on their bodies.

### Early Learning Goal

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Speaking

Continuous Provision / Curiosity Cube / Discussing minibeasts they find/ Discussing and questioning different habitats / Story Telling / Role Play/ Talk Boost

Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Questions why things happen and gives explanations e.g. *who, what, when, how*. Connecting ideas to develop explanations.  
Extends vocabulary, especially by grouping and naming.

### Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



## PSED

Continuous Provision / Story-making

### Self Confidence and Self Awareness

#### Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

### Making Relationships

#### Early Learning Goal

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Managing Feelings and Behaviour

#### Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**SEAL: SRE Relationships :**

**Understanding my feelings** - knowing when I am feeling angry or sad.

**Managing my feelings** - understanding that people still care even if they are not with me.

**Understanding the feelings of other** - knowing if someone else is angry, sad or happy.

**Making choices** - knowing what is fair and unfair.

**Sun smart** - how to be safe in the sun

## Understanding

Able to follow a story without pictures or props.

Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

Listens and responds to ideas expressed by others in conversation or discussion.

They answer 'how' and 'why' questions about their experiences and in response to stories or events

### Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events