

# EYFS

## Reception/Nursery

### Summer Term



Learning Objectives

**30-50 months**

**40-60 months**

**Early Learning Goals**

**Miss T. Greene**

Prime Area: Personal Social and Emotional Development

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Events / outings
<p><b>Self Confidence and awareness</b></p> <ul style="list-style-type: none"> <li>• Can select and use activities and resources with help.</li> <li>• Welcomes and values praise for what they have done.</li> <li>• <b>Enjoys responsibility of carrying out small tasks.</b></li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• <b>Confident to talk to other children when playing, and will communicate freely about own home and community.</b></li> <li>• Shows confidence in asking adults for help.</li> <li>• <b>Confident to speak to others about own needs, wants, interests and opinions.</b></li> <li>• <b>Can describe self in positive terms and talk about abilities.</b></li> </ul> <p><b>ELG</b> - 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 resources they need for their chosen activity. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>• <b>Can usually adapt behaviour to different events, social situations and changes in routine.</b></li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• <b>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</b></li> <li>• <b>ELG</b> - 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.</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• <b>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</b></li> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• <b>Explains own knowledge and understanding, and asks appropriate questions of others.</b></li> <li>• <b>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</b></li> <li>• <b>ELG</b> - 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.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Circle time - talk, listen, ask questions, contribute own feelings and ideas</li> <li>♦ Review of the day - share achievements with the group</li> <li>♦ Show work to class</li> <li>♦ Visual timetable display</li> <li>♦ Develop beginning and end of day routines</li> <li>♦ Continue to follow basic routine</li> <li>♦ Following established routines, e.g tidy up time routines (Tidy up Song)</li> <li>♦ Whole school Singing Assembly (Wednesdays) and Awards Assembly (Fridays)</li> <li>♦ Please and Thank you song daily</li> <li>♦ Rolling snack time</li> <li>♦ Sand-timer -Take turns to use limited equipment e.g. bikes, computer, IPads, etc.</li> <li>♦ Work in pairs and small groups at classroom activities</li> <li>♦ Talk to adults and peers in pairs and small groups</li> <li>♦ Put on coats, aprons, dressing up clothes, sand hats</li> <li>♦ Communicate needs</li> <li>♦ Use self help systems - aprons, milk, register</li> <li>♦ Join in discussions about stories and books that emphasise moral issues</li> </ul>	<ul style="list-style-type: none"> <li>♦ Demonstrate care and concern for other living things</li> <li>♦ Reading and discussing the behaviour of 'The Bad Tempered Ladybird.' (discussing feelings)</li> <li>♦ Show an understanding of the relationship between themselves and their peers and of their responsibilities towards each other; have a good understanding of how to develop friendships; understand how to play and work cooperatively together sharing and taking turns, begin to ask for help.</li> <li>♦ Turn taking games</li> <li>♦ Circle time discussions</li> <li>♦ Outdoor play in BIG playground (socialising with older peers)</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

Prime Area: Communication and Language

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Events / outings
<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention - still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention - can listen and do for short span.</li> </ul> <p><b>ELG</b> - 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.</p> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Responds to instructions involving a two-part sequence.</li> </ul> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>ELG</b> - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide</i>, <i>hurt finger</i>).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i>.</li> <li>• Uses a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i></li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>ELG</b> - 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.</p>	<ul style="list-style-type: none"> <li>♦ Talk about personal experiences in class and group circle times, review times, class discussions</li> <li>♦ Use imaginative talk in role play, small world play, puppet play,</li> <li>♦ Listen attentively in group times</li> <li>♦ Converse with others in all classroom areas</li> <li>♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>♦ Choose to look at books alone and with others</li> <li>♦ Shared reading</li> <li>♦ Talk about pictures in books</li> <li>♦ Retell familiar stories in role play and small world etc.</li> <li>♦ Join in stories, rhymes and songs</li> <li>♦ Talk about own experiences related to content of book</li> <li>♦ Make up own stories inspired by books, poems, pictures, music etc</li> <li>♦ Talk table</li> <li>♦ Mobile phones (dummies)</li> </ul>	<ul style="list-style-type: none"> <li>♦ Explore and talk about minibeasts</li> <li>♦ 3D interactive minibeast display with word mats etc</li> <li>♦ Look at minibeasts in their natural habitat and discuss</li> <li>♦ Minibeast rhymes available on computer for individual listening</li> <li>♦ Retell stories/rhymes with props/small world toys/puppets</li> <li>♦ Letters and Sounds activities (Phase one/two/three)</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

Prime Area: Physical Development

Learning Intentions	Spontaneous learning	Planned activities	Events /
<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>• Walks downstairs, two feet to each step while carrying a small object.</li> <li>• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• <b>Can stand momentarily on one foot when shown.</b></li> <li>• <b>Can catch a large ball.</b></li> <li>• Draws lines and circles using gross motor movements.</li> <li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• <b>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</b></li> <li>• <b>Holds pencil near point between first two fingers and thumb and uses it with good control.</b></li> <li>• <b>Can copy some letters, e.g. letters from their name.</b></li> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• <b>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</b></li> <li>• <b>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</b></li> <li>• <b>Uses simple tools to effect changes to materials.</b></li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• <b>Begins to form recognisable letters.</b></li> <li>• <b>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</b></li> </ul> <p><b>ELG</b> - 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</p> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• <b>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</b></li> <li>• <b>Eats a healthy range of foodstuffs and understands need for variety in food.</b></li> <li>• Usually dry and clean during the day.</li> <li>• <b>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</b></li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. &gt;Shows understanding of how to transport and store equipment safely.</li> </ul> <p><b>ELG</b> - 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.</p>	<p><b>Gross motor</b></p> <ul style="list-style-type: none"> <li>◆ Explore range of climbing, balancing and sliding apparatus</li> <li>◆ Join in PE lessons that focus on balancing and travelling skills (running, hopping, skipping, jumping) and body parts</li> </ul> <p><b>Fine motor</b></p> <ul style="list-style-type: none"> <li>◆ Range of jigsaws</li> <li>◆ L-R writing patterns/ Name writing/ writing frames</li> <li>◆ Variety of writing tools</li> <li>◆ Threading beads, reels, pasta, shapes etc.</li> <li>◆ Dressing up</li> <li>◆ Make collages/models using scissors, glue, tape, paper, junk</li> <li>◆ Use paintbrushes and mark-makers</li> <li>◆ Play with sand and water toys,</li> <li>◆ Use computer keys and mouse</li> <li>◆ Model with dough, clay, plasticine rolling pins and cutters, etc.</li> <li>◆ Use cutlery with role play (home corner and playdough)</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>◆ Adopt healthy and hygienic routines throughout the school day - hand washing, healthy snacks</li> </ul>	<ul style="list-style-type: none"> <li>◆ Phonics phase 2/3</li> <li>◆ Writing for purpose</li> <li>◆ Explore songs and dance movements to represent rhymes</li> <li>◆ Moving like minibeasts</li> <li>◆ Insect parade</li> <li>◆ Throwing and catching</li> <li>◆ Talk about effects of exercise after PE (running) - perspiration, racing heart beat, heavy breathing, tiredness.</li> <li>◆ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.)</li> <li>◆ Story time - looking at books in group and individually (turning pages one at a time)</li> <li>◆ Putting our jackets on for outdoor play, encouraging independence with zippers etc</li> <li>◆ Hygiene - washing hands before snack/weekly cooking activities</li> <li>◆ Small world play (range of minibeasts)</li> <li>◆ Thumb prints to make caterpillars</li> <li>◆ Healthy eating - Food tasting representing story the hungry caterpillar</li> <li>◆ Construction toys to build and balance.</li> <li>◆ Hand prints for butterflies</li> <li>◆ Squeezing and manipulating playdough to make minibeasts.</li> <li>◆ Snail trail - writing pattern</li> <li>◆ Minibeast finger puppets</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

Specific Area: Literacy

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities.</li> <li>Shows awareness of rhyme and alliteration.</li> <li>Recognises rhythm in spoken words.</li> <li>Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Beginning to be aware of the way stories are structured.</li> <li>Suggests how the story might end.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Describes main story settings, events and principal characters.</li> <li>Shows interest in illustrations and print in books and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handles books carefully.</li> <li>Knows information can be relayed in the form of print.</li> <li>Holds books the correct way up and turns pages.</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul> <p><b>ELG - 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</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels,captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>ELG - 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.</b></p>	<ul style="list-style-type: none"> <li>Listen attentively in group times</li> <li>Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc.</li> <li>Choose to look at books alone and with others</li> <li>Home reading / shared reading</li> <li>Read class labels, names, signs</li> <li>Retell familiar stories in role play and small world etc.</li> <li>Talk about own experiences related to content of book</li> <li>Make up own stories inspired by books, poems, pictures, music etc</li> <li>Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books.</li> <li>Self registration - recognising name</li> <li>Named labels in classroom at literacy table</li> <li>To practise forming letters using pens, pencils, crayons, chalks, paints, sand, dough,</li> </ul>	<p><b>TEXTS:</b></p> <ol style="list-style-type: none"> <li>Hungry Caterpillar - Eric Carle</li> <li>Bad Tempered Ladybird - Eric Carle</li> <li>Norman the Slug with the Silly Shell - Sue Hendra</li> <li>Mad About MiniBeasts - Giles Andreas &amp; David Wojtowycz</li> <li>Arrghhh.....Spider</li> </ol> <p><b>SONGS/rhymes:</b></p> <ol style="list-style-type: none"> <li>Incy Wincy Spider</li> <li>Worm at the bottom of my garden..</li> <li>Why did the Butterfly flutter by</li> <li>The Insects on Parade</li> <li>Little Miss Muffet</li> </ol> <ul style="list-style-type: none"> <li>Making Minibeast book</li> <li>Favourite minibeast</li> <li>Letter writing practice</li> <li>Letters and Sounds activities</li> <li>Puppet singing rhyme with missing words. Can you help?</li> <li>L-R writing patterns to assist in writing (snail trail, wiggly worms, spider legs, grasshopper hopping...)</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

Specific Area: Mathematics

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>ELG - 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.</b></p> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>• Shows interest in shapes in the environment.</li> <li>• Uses shapes appropriately for tasks.</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>ELG - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</b></p>	<ul style="list-style-type: none"> <li>◆ Sing number songs and rhymes</li> <li>◆ Count beyond 10</li> <li>◆ Number names in order, continuing the count forwards from a given number</li> <li>◆ Count a set of objects up to 10 giving just one number name to each object (1:1 correspondence)</li> <li>◆ Count sounds, movements, moving things, objects in a circle, blank number track</li> <li>◆ Count quietly on fingers and in head</li> <li>◆ Recognise numerals 1-10 and beyond.</li> <li>◆ Compare two numbers and say which is more or less</li> <li>◆ Begin to use the vocabulary of adding and subtracting 'more and less'</li> <li>◆ Find one more or one less than a number from 1-10</li> <li>◆ Solve simple practical problems and respond to "what could we try next?"</li> <li>◆ Make shape pictures and patterns using 2d/3d shapes</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adding 8 spider legs</li> <li>◆ Butterfly painting (symmetry)</li> <li>◆ Sequencing (The Hungry Caterpillar story)</li> <li>◆ Counting (hungry caterpillar story, spots on lady bird, insects legs, centipedes legs)</li> <li>◆ Positional language; directions</li> <li>◆ 2d and 3d shapes</li> <li>◆ Part, part whole</li> <li>◆ Reciting different counting rhymes</li> <li>◆ Recognising numbers in rhymes; use fingers and objects to count</li> <li>◆ Doubling / halving</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th- 31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

**MINIBEASTS Summer Term 1**  
**Specific Area: Understanding the World**

**Medium Term**

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	
<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Enjoys joining in with family customs and routines</li> </ul> <p><b>ELG - 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</b></p> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment</li> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>ELG - 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</b></p> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>ELG - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	<ul style="list-style-type: none"> <li>Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc</li> <li>Make models with junk</li> <li>Make family puppets</li> <li>Build construction houses for play people families</li> <li>Get to know where things are kept in the classroom</li> <li>Become familiar with regular journeys within the school premises e.g. class to hall, class to toilets etc.</li> <li>Discuss changes, patterns, similarities and differences e.g. Observe and record the weather daily</li> <li>Use computers, calculators, programmable toys, tape recorders, cameras confidently</li> <li>Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork</li> <li>Use small world and role play to explore other lives and environments</li> <li>Visit other people and places on the internet</li> <li>Find out about the world through looking at internet, books, pictures, artefacts, talking to visitors</li> <li>Develop language of time through sequencing events and daily routines</li> <li>Role play - home corner with tea set,</li> <li>Small world toys</li> </ul>	<ul style="list-style-type: none"> <li>Nature trail - looking for minibeasts</li> <li>Explore Ipads/laptops</li> <li>Looking at clothes we need to be wearing in this season (sun hats, glasses, cream etc)</li> <li>Play feely box games, describing objects hidden within box (different minibeasts, materials, objects of nature, colours)</li> <li>Exploring a wide variety of musical instruments</li> <li>Experiment with magnifying glasses, telescopes, kaleidoscopes, colour filters, mirrors etc.</li> <li>Wash, dress and undress baby dolls</li> <li>IWB - Songs,</li> <li>Signs and labels for classroom and role-play area using ICT</li> <li>Looking at minbeasts outside and on the internet in their natural habitat.</li> <li>Cbeebies - Mr Tumble and the minibeasts</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>

# MINIBEASTS

## Summer Term 1

## Medium Term

### Specific Area: Expressive Arts and Design

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	
<p>Exploring and Using materials</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changed.</li> <li>• Explores colour and how colours can be changed.</li> <li>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>• Beginning to be interested in and describe the texture of things</li> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>• Realises tools can be used for a purpose.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using</li> </ul> <p><b>ELG - 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.</b></p> <p>Being Imaginative</p> <ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>ELG - 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.</b></p>	<ul style="list-style-type: none"> <li>◆ Collage with different fabrics, papers, and materials</li> <li>◆ Painting with different sized brushes, different types of paints on different sized, shaped and textured paper.,</li> <li>◆ Mark making with different tools.</li> <li>◆ Modelling with junk, clay, dough, construction, wood</li> <li>◆ Look at paintings and other forms of art and discuss content and style</li> <li>◆ Recreate and make up new characters and stories through imaginative and small world play</li> <li>◆ Story props</li> <li>◆ Make music through singing, body sounds, classroom objects and musical instruments</li> <li>◆ Listen to a wide range of music from around the world and from different times</li> <li>◆ Respond to music through painting, drawing and writing</li> <li>◆ Dance to a range of music from around the world and from different times</li> <li>◆ Role play area / Train station</li> <li>◆ Dressing up</li> </ul>	<p><b>SONGS:</b></p> <ul style="list-style-type: none"> <li>◆ Singing a variety of nursery rhymes</li> <li>◆ Butterfly painting (symmetry)</li> <li>◆ Butterfly painting using hands</li> <li>◆ Thumb painting to make hungry caterpillar</li> <li>◆ Insect face masks</li> <li>◆ String painting to make worms</li> <li>◆ Marble rolling</li> <li>◆ Table top painting - snail trails</li> <li>◆ Ring games</li> <li>◆ Nursery Rhyme play dough mats</li> <li>◆ Junk modelling to make animals</li> <li>◆ Play dough / animal cutters</li> <li>◆ Colouring images of rhymes</li> <li>◆ Music - using instruments to accompany rhymes</li> <li>◆ Sing a variety of favourite nursery rhymes; clapping to the beat</li> <li>◆ Colours in rhymes</li> </ul>	<p>St George's Day 23rd April</p> <p>School Closed Polling Day Thurs 2nd May</p> <p>Bank Holiday Mon. 6th May</p> <p>School Closed Polling Day Thurs 23rd May</p> <p>Half term 27th-31st May</p> <p>INSET (Closed) Mon 3rd June</p> <p>Sports Day Thurs 13th June</p>