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| **Personal, Social, Emotional Development**  Play turn-taking games (link to physical development).  Circle time – talk about how we can be sensitive to the needs of others.  To build the children’s independence for Year 1 – teach them to select the appropriate resources they need to help them (particularly in maths).  Encourage children to explore and talk about what they are learning, valuing theirs (and each other’s) ideas and ways of doing things. |

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| **Physical Development:**  **Develop co-ordination with large and small movements – throwing, catching, jumping, skipping, rolling, hop-scotch.**  **Pose challenges for the children – e.g. can they get all the way around the climbing frame using one hand?**  **Fien motor development – more scissor control, work with playdough to squeeze, prod, roll, squash, stretch.**  **Continue to focus on handwriting - forming cursive letters correctly.** |

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| **Communication and Language:**  Give children the opportunity to develop the skill of giving their attention to what others say and respond appropriately, while engaged in another activity.  Explain why it is important to pay attention when others are speaking.  Give children opportunities both to speak and to listen. |

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| **Mathematical Development**  WhiteRose and NumberBlocks  3D shape (1 week)  Place value to 20 (2 weeks)  Doubling (1 week)  Exploring patterns (1 week)  Counting on and back - Subtraction (1 week)  *Also continue to discuss the day, date, numbers 0-5, regular counting on and back, finding numbers in the environment and finding different ways to make number to 10.* |

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| **Understanding the World:**  **The Three Little Pigs book link.**  **Children know about similarities and differences in relation materials.**  **Children experiment with different materials – properties of different materials. (touch on recycling).**  **Name materials, sort them, talk about natural/man-made, make predictions and test them.**  **Construction site role-play.**  **Develop scientific vocabulary linked to focus.**  **Make jelly or crispy cakes (to look at materials changing state).**  **Freeze items for chn to experiment freeing. Give chn tools, salt, warm water. (look at changing state)**  **Children know about similarities and differences in relation to living things.**  **Spider Sandwiches book link.**  **Dress as a mini-beast day.**  **Make recipes in the mud kitchen (link to English)**  **Mini-beast hunt.** |

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| **Summer term 2**  **What the Ladybird Heard, Supertato and The Three Little Pigs** |

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| **Literacy**  Revise Phase 3 sounds and begin Phase 4 phonics (consonant blends).  Learn to read tricky words – said, like, so, do, some, come, like, have, there, little, one, were, out, what, when.  Continue to read new words and more complex sentences.  Spell CCVC and CVCC words such as crab, drip, tree, lunch, wings.  Segments words into sounds to spell more accurately using the graphemes they know.  Whole class reading daily, guided reading weekly and home reading.  Books –  What the Ladybird Heard  <https://www.youtube.com/watch?v=abKadke35cs>  The Three Little Pigs  <https://www.bbc.co.uk/cbeebies/radio/the-three-little-pigs>  Supertato  <https://www.youtube.com/watch?v=rze89HB9u8g> |

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| **Worship/R.E**  Special Places – understand hold places being places people go to worship.  Visit church.  Understand why church is special.  Talk about special places for the children (inside and outside).  Create a special place.  Link to multi-faith with other places of worship.  Share and reflect:  Abraham moves home (Genesis 12 and 13)  Moses and the burning bush (Exodus 3:1-15)  Jesus in the Temple. (Luke 2:41-52) |

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| **Expressive Arts and Design :**  Who’s Afraid of the Big Bad Wolf – song linked to English work.  Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust. Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect |