

<p><b>Communication and Language</b></p> <p>Settling in activities Making friends</p> <p>Children talking about experiences that are familiar to them.</p> <p>How are we feeling - Sharing how they feel in different situations.</p> <p>Understand why questions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.</p>	<p><b>Personal, Social and Emotional Development</b></p> <p>Show more confidence in new social situations such as a trip out of school or a visitor.</p> <p>Increasingly follow rules understanding why they are important.</p> <p>Taking turns and sharing.</p> <p>(Children's personal, social and emotional development (PSED) is crucial for children to lead healthy happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.)</p>		<p><b>Physical Development</b></p> <p><u>Gross Motor</u></p> <p>Large muscle movements - Ribbons, flags and chinks. Ball skills-rolling, pushing, throwing &amp; catching, patting, or kicking. Soft play</p> <p>Dance / moving to music</p> <p>Gymnastics. / Balance.</p> <p><u>Fine Motor</u></p> <p>Dough disco and squiggle whilst you wiggle.</p> <p>Threading, cutting, weaving, playdough. Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Hold a pencil to make marks.</p> <p>Funky Fingers</p> <p>(Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood.)</p>
<p><b>NUMBERS</b></p> <p>Consolidation 1-5 as needed</p> <p>Triangles, circles, squares, rectangles</p> <p><b>Colours/Patterns</b></p> <p>Colour mixing and patterns consolidation</p> <p><b>Match/Sort</b></p> <p>Match prints</p> <p>Sort by Shape</p>	 <p><b><u>Summer 1 term</u></b></p> <p><b>Animal Magic!</b></p> <p>How many legs do I have?</p> <p>Caring for animals.</p> <p>Sorting insects. Similarities and differences.</p> <p><b>What is a pet?</b> Caring for living things. Role play - taking turns.</p> <p><b>Where do they live?</b></p> <p><b>Wow Moments</b></p> <p>Animal Experience: visit to a farm, animal experience at school and caterpillar/butterflies</p>	<p><b>Focus Texts</b></p> <p>Farmer Duck</p> <p>Jump About with Ted</p> <p>Pardon said the Giraffe</p> <p>Where the Wild Things Are</p> <p>What Pet Should I Get?</p> <p>May I pet your dog? Dogs</p> <p>Colourful Day</p> <p>Brown Bear, Brown Bear</p> <p>Dear Zoo</p> <p>Giraffes Can't Dance</p> <p>Goldilocks</p> <p>The 3 Little Pigs</p> <p>The Tiger Who came to Tea</p> <p>The Very Hungry Caterpillar</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Book talk - talk about the books you read - extend to talk about characters and events.</li> <li>• Encourage children to predict events. <ul style="list-style-type: none"> <li>• Daily story time.</li> </ul> </li> <li>• Phase 1 phonics new starters</li> <li>• Phase 2 phonics reception bound pupils (recognition of sounds) <ul style="list-style-type: none"> <li>• Listening games.</li> <li>• Singing a range of rhymes.</li> </ul> </li> <li>• Mark making with a range of materials.</li> </ul>
<p><b>Understanding the World</b></p> <p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Help children care for animals and insects.</p>	<p><b>Expressive Arts and Design</b></p> <p>Play, share and perform a wide variety of music and songs from different cultures.</p> <p>Sound matching games.</p> <p>Painting and copying animal patterns.</p> <p>Junk modelling insects and animals.</p>		

