

Physical Development

Learning Activities: *Funky Fingers, Dough Disco Work on correct pencil grip.*

Apparatus/Ball skills – climbing, rolling, sliding, balancing, hopping, jumping, spinning, walking, jogging, reversing, running, catching, throwing, rolling.

Swimming—visit local pool and begin to learn how to be safe in the water, floating, kicking, getting face wet, blowing bubbles etc.

Fine motor – junk modelling, cutting using scissors, pencil/pen control activities, modelling using bricks (wooden blocks, Lego, Lego Duplo, Stickle Bricks, Mega Blocks, magnetic blocks)

Learning Purposes: *To develop the strength and dexterity in fingers and hands to aid writing, cutting, modelling.*

To show increasing control over an object by aiming, pushing, patting, throwing, catching or kicking it etc.

To show a preference for a dominant hand.

To climb, descend and travel safely and with control.

Start taking part in some group activities which they make up for themselves, or in teams.

Vocabulary:

Vocabulary: swim, splash, kick, float.

Understanding the World

Learning Activities:

Wellie Walk Wednesday – local walk.

Weekly Forest School

Cross curricular links

Continuous Provision—building using a range of materials and toys (bricks, blocks, junk, fabric etc). Build models—homes, towers, towns. Build dens and role play areas

Learning Purposes:

Use all their senses in hands on exploration of natural materials.

Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.

Explore how things work.

Talk about the differences between materials and changes they notice.

Vocabulary: Touch, feel, rough, smooth, strong, bendy, over, under, on top, between, behind

PSED

Learning Activities:

Collaborative team building tasks such as *build a bridge/den/house/tower.*

In circle times and when supporting play activities, remind children of turn-taking, waiting, negotiating and being respectful of others' views and wishes.

Read stories/texts about being kind, respectful and a good friends.

Learning Purposes:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Vocabulary: *Turn take, work together, be kind, be respectful, be calm.*

Literacy

Learning Activities:

Write names, match names, identify names/pictures.

Develop fine motor through playdough, fine motor activities, funky fingers.

Continue Visual Phonics following Phase 2 sounds SATPINMDGOCK CK. Continue CVC blending using SATPIN then blend MDGOCK CK

Begin to learn to recognise/match/write Phase 2 tricky words' - the, to, go, no, into and I .

Continue Phase 1 – Environmental Sounds. Use instruments. Continue to learn to do hearing checks using Ling Sounds Ooh, Aah, EE, Ss, Sh, Mmm.

Explore texts about buildings, homes, construction and people who build.

Learn about features of non-fiction texts (page numbers, front cover, title, author, heading, pictures)

Learning Purposes:

The names of the different parts of a book.

Engage in extended conversations about stories, learning new vocabulary.

Page sequencing.

Vocabulary: page numbers, front cover, title, author, heading, pictures.



Summer 1 2024

Larch Class

Expressive Arts

Learning Activities:

Paint, draw, model using clay/dough, construct buildings using man-made/natural materials.

Make homes, towers, castles, dens, small world models.

Music— use technology to explore sound recording, sound manipulation and sequencing.

- use voices to produce different sounds, dynamics, pitch, melody.

- play instruments to develop control and expression.

Learning Purposes:

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Play instruments with increasing control to express their feelings and ideas.

Vocabulary: Materials, build, draw, paint, names of songs, instruments, record, sequence.

Maths

Learning Activities:

Focus:

Continue exploring numbers within 10 (counting out, addition and subtraction using maths notation).

Explore number through play.

Explore positional language (in front, behind, on top, under, between).

Describe route to Let's Grow using class map from school through Ashton Park.

Learning Purposes:

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Vocabulary: Number, count, how many, one more, one less, more, less, equal, same, pattern, shape, sides, corners, add, subtract, equals (+ - =)

Communication and Language

Learning Activities:

Circle time – greetings, days of the week, months, weather, daily timetable, emotions.

Role Play

Story Time / Signed Stories

Follow instructions through adult-led tasks

Give instructions through child-led play

Exposure to variety of fiction and non-fiction texts.

Sing a broader range of nursery rhymes

Learning Purposes:

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Vocabulary: Song, why?, because, various song lyrics.

Home Learning

Please continue to read regularly at home. Reading helps develop attention, language and understanding. Reading at home really helps your child.

Please use 'why' questions for your child to answer.

Please give your child opportunities to practice building using toys and real-life objects.

Please continue to send in pictures/videos showing things you and your child have done at home for us to talk about in school.

Thanks for supporting your child's learning and well-being!