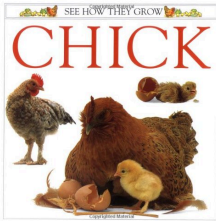
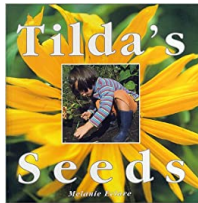
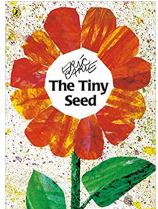
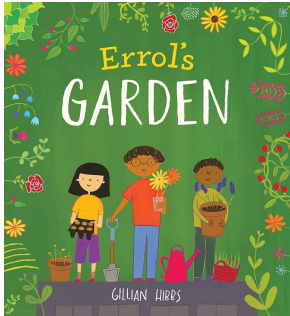
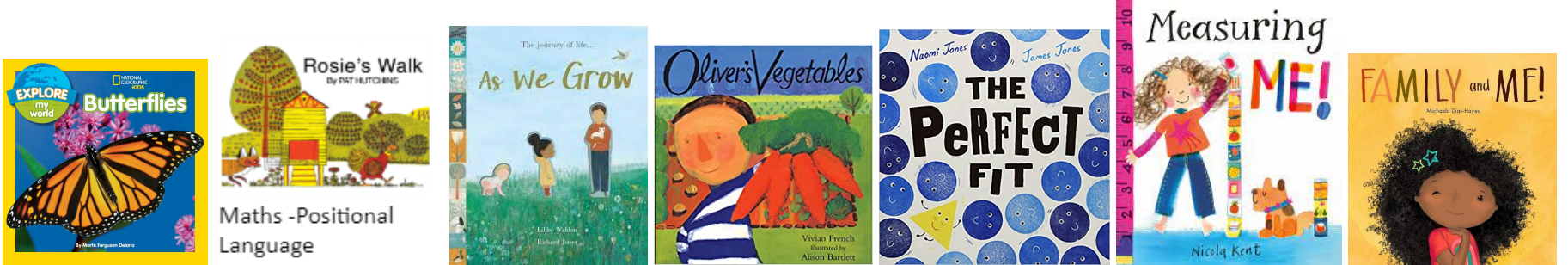





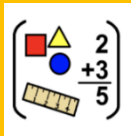










# Wellbeing Environment Aspiration Relevance Equality

Summer 1			
	<b>Topic: Let it Grow</b> 	<b>Whole School Book:</b> 	<b>Rights Respecting Articles</b> Article 12: Every child has the right to an opinion Article 15: Every child has the right to meet with other children and to join groups and organisations <b>Values:</b> Creativity
<b>Literacy: Reading &amp; Writing</b> 	<u>Week 1</u>   <p>Topic Launch      Non-fiction text for key worker group</p>	<u>Week 2</u> The Very Hungry Caterpillar by Eric Carle  <p>(link to Maths learning - sequencing days of the week and length)</p>	<u>Week 3</u>   <p>Tilda's Seeds by Melanie Eclare / The Tiny Seed by Eric Carle</p>
	<u>Week 4</u>  <p>Errol's Garden - Gillian Hibbs</p>	<u>Week 5</u>   <p>Growing Frogs by Vivien French</p>	

<p><b>Supplementary Texts for Storytimes, Maths Sessions and Topic Group Time:</b></p>			
<p><b>Reciprocal Reading:</b></p> 	<p>Each week we will use an image linked to our topic or from the text of the week to develop key questions for discussion in Reciprocal Reading.</p> <div>  Looking questions            Clue questions            Thinking questions         </div> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing</li> <li>Learning to write some or all of their name and some other letters accurately</li> <li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book, page sequencing - 1:1 reading begins.</li> </ul>		
<p><b>Communication &amp; Language</b></p> 	<ul style="list-style-type: none"> <li>Opportunities for children to talk with adults on a one-to-one and small group basis.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Develop a wider range of vocabulary through language rich curriculum and books.</li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Developing listening skills as part of a group.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Singing a large repertoire of songs</li> <li>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Mark making opportunities on cards, posters, signs, checklists, order forms, telephone messages, emails.</li> </ul>		
<p><b>Mathematics</b></p> 	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: ‘more than’, ‘fewer than’.</li> </ul>	<p><b>Numerical Patterns/Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</li> <li>Showing awareness of similarities of shapes in the environment.</li> <li>Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’</li> <li>Uses positional language - <b>Maths text: Rosie’s Walk</b></li> <li>Sequencing - <b>Maths text: The Very Hungry Caterpillar</b></li> </ul>	

<b>Trips / Visitors/ Experiences</b> 	<ul style="list-style-type: none"><li>- Butterflies - life cycle</li><li>- Allotment project - growing vegetables and plants in outdoor area</li></ul>		
<b>Understanding the World</b> 	<b><u>People, Culture and Communities</u></b> <ul style="list-style-type: none"><li>• Continue developing positive attitudes about the differences between people.</li></ul>	<b><u>Past and Present</u></b> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>	<b><u>The Natural World</u></b> <ul style="list-style-type: none"><li>• Use all their senses in hands on exploration of natural materials.</li><li>• Explore how things work.</li></ul>
<b>Expressive Arts &amp; Design</b> 	<b><u>Creating with Materials</u></b> <ul style="list-style-type: none"><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>• Exploring colour and colour mixing.</li><li>• Using different materials in art work</li></ul>	<b><u>Being Imaginative and Expressive</u></b> <ul style="list-style-type: none"><li>• Engage in role-play activities</li><li>• Uses available resources to create props to support role-play - small world</li><li>• Create stories with toys</li><li>• Make up own songs</li><li>• Remembering and singing full songs</li></ul>	
<b>Physical Development</b> 	<ul style="list-style-type: none"><li>• Large physical movement e.g. balancing equipment, large construction, wheeled toys, hoops, bats and balls, climbing equipment</li><li>• Physical activities that support developing children's friendships and cooperative skills e.g. catching, throwing and kicking balls to each other, large boxes to build construction together, hopscotch</li><li>• Daily varied 'Funky fingers' activities to develop fine motor skills</li><li>• Daily 5-a-day fitness activities - learning to follow routines.</li><li>• Opportunities for malleable, sand (dry and wet) and water play</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul>		
<b>PSED</b> 	<ul style="list-style-type: none"><li>• Developing independence in using the provision.</li><li>• Develop their sense of responsibility and membership of a community.</li><li>• Show more confidence in new social situations.</li><li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - starting to think about how others might be feeling.</li><li>• Find solutions to conflicts and rivalries - talk to others to resolve conflicts.</li></ul>		



**Jigsaw**  
The mindful approach to PSHE



## Role Play



Pizza restaurant, Hairdresser, Home Corner