
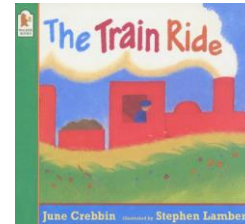
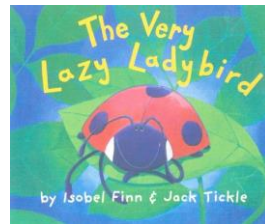


In the Summer term children will be learning:

| | | | |
|---|--|--|---|
| <p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p> | <p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas | <p>Childhood Experiences</p> <ul style="list-style-type: none"> -Climb up a hill - Roll down a hill - Build a den - Create some wild art - Go on a walk barefoot | <p>KSU Passports</p>  |
|---|--|--|---|

Core Books



| | |
|---|---|
| <p>Communication and Language</p> <ul style="list-style-type: none"> - <i>Listening, attention and understanding</i> - <i>Speaking</i> | <p>Opportunities to develop language and listening skills will continue this term, through 1:1, small group work and listening games. Puppets will be used to encourage good listening. Key workers will use familiar rhymes and stories to encourage the children to fill in the missing words or simple phrases. E.g. "what shall I see? What shall I see?" (The Very Lazy Ladybird). Familiar stories and rhymes will also be utilised to develop an understanding of who, what, where questions. By key workers modelling asking questions, the children will begin to ask their own simple questions. We will continue to use Launch Pad for Literacy as our approach in order to identify speech, language and other developmental needs and to embed specific skill-based intervention into practice and Quality First Teaching.</p> |
| <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - <i>Self regulation</i> - <i>Managing self</i> - <i>Building relationships</i> | <p>The children will be encouraged to engage in a range of new experiences and will take part in short adult directed activities. Key workers will support the children to wait their turn when they want to play on equipment or with a toy. For those children who are leaving Little Learners at the end of term, they will begin the transition process, talking about change.</p> <p>Key workers will promote potty training and increase opportunities for children to do things for themselves.</p> <p>Children will be supported to find ways into others' play and friendship groups. Key workers will model useful phrases to support children to join in. Pretend play will be enriched by drawing on the children's interests.</p> |

| | |
|--|---|
| <p>Physical Development</p> <ul style="list-style-type: none"> - <i>Gross motor skills</i> - <i>Fine motor skills</i> | <p>The children will further develop their gross motor skills through a variety of planned activities. There will be opportunities to climb simple equipment and opportunities to practise jumping off a low piece of equipment. Key workers will encourage different ways of moving to promote different muscle use, e.g. crawling, shuffling or rolling. The children will go on their own train journey and use big actions for different parts of the text.</p> <p>The children will also further develop their fine motor skills. They will be encouraged to stack objects and pour from one container to another in the water tray. Key workers will provide mark making resources which can be accessed freely and during planned adult led tasks.</p> |
| <p>Literacy</p> <ul style="list-style-type: none"> - <i>Comprehension</i> - <i>Word reading</i> - <i>Writing</i> | <p>The children will continue to enjoy an increasing range of stories and rhymes. They will begin to have personal favourites. Key workers will use different voices when reading stories and encourage the children to join in. Simple story maps will continue to be developed and revisited to promote simple story retell. Makaton is used alongside key words.</p> <p>The children will engage in body percussion activities and focus on keeping a steady beat. They will create a simple rhythm to represent the noise a train makes. Instruments will also be used to practise this skill.</p> <p>The children will continue to gain experience using a wide range of mark making tools, e.g. chalk, crayons, pencils, paint. Key workers will introduce language to support future letter formation, e.g. up and down.</p> |
| <p>Mathematics</p> <ul style="list-style-type: none"> - <i>Number</i> - <i>Numerical pattern</i> | <p>This term, the children will recognise when there are two simple objects. They will match 2 bears to 2 dots. Key workers will sing number rhymes to support the children to rote count to 5.</p> <p>Opportunities will be planned so children can begin to compare amounts, size and weight.</p> <p>Children will learn to rotate or flip shapes when they do not fit in the insert jigsaw or shape sorters.</p> |
| <p>Understanding the World</p> <ul style="list-style-type: none"> - <i>Past and present</i> - <i>People, culture and communities</i> - <i>The natural world</i> | <p>The children will be increasingly familiar with the daily routine. Key workers use time related language to support the order of the routines. The children will become familiar with the words 'now' and 'next'. Key workers will provide opportunities to share photos they have taken during the sessions. They will encourage the children to use simple language to talk about the photo. The children will be encouraged to express their likes and dislikes.</p> <p>When outdoors, the children will explore natural materials and begin to name and categorise what they have found. Key workers will support children to notice features of the world around them, including seasonal changes.</p> |
| <p>Expressive arts and design</p> <ul style="list-style-type: none"> - <i>Creating with materials</i> - <i>Being imaginative and expressive</i> | <p>The children will continue to explore a range of sensory media and materials. Key workers will model exploration by providing a running commentary.</p> <p>Children will engage in making marks with different resources, e.g. sponges and rollers.</p> <p>Pretend play is an important part of our provision. Key workers will model simple play scenarios. The children will begin to use objects in a variety of ways, e.g. use something else to represent an object they need to support their play. New interests will be fostered through the use of role play enhancements.</p> |