

Communication and Language

Continue the rhyme and rhythm through nursery rhymes and Charanga music lessons. Summer 1 block.

Encourage the children to look at the person who is speaking in whole class lessons.

Challenge the children to ask questions. What? Where? Why? Who? When? This can be enhanced during school trips and visiting workshops such as the rock pool workshop.

Developing language and reading fluency through role play and drama.

Developing imaginative language through daily story time. Ask open-ended questions to evoke more complex responses and develop inference and comprehension skills.

Model reading fluency in story times .

Summer 1

Week 1: The Light house Keeper's Lunch

Week 2: Sharing a Shell by Julia Donaldson / Rock pools

Week 3: Where the Wild Things Are / Imaginary Islands

Week 4: The Owl and the Pussy Cat / Poetry Week

**Week 5: Peepo! By J and A Arlberg / Grandpa Green.
Discover the past.**

Journeys and growth

Prime Areas of Learning

Physical Development

Multi skills to develop physical fitness and encourage children to have games to play outside during lunchtimes.

Introduce run a 'mile' during the Summer Term. During lunchtimes with nursery around the field or yard

During lunchtime's children continue to access sporting activities.

Promote good pencil grip, coordination and orientation of writing using lines. Daily handwriting with letter and number families.

Continue squiggle while you wiggle to consolidate gross motor movements as interventions.

Making a healthy picnic for the light house keeper and making healthy choices independently at lunch times is a focus. Change for Life club promotes making healthy snacks

P.E HUB :Speed Agility and travel / Body Management and control unit 2

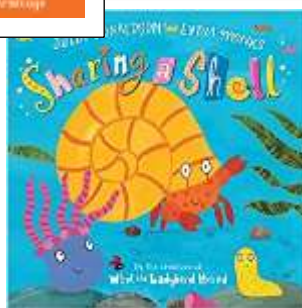
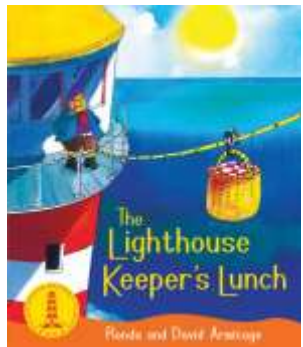
Personal, Social and Emotional Development.

Sharing a shell by J Donaldson. Home and what does it mean to us? Who looks after you when you are sad or poorly?

Medicines and safety. What should you do if an accident happened? Basic first aid tips. Link to Grace Darling rescuing people to help children understand about water safety and rescue also.

What is pretend danger? Should you pretend to be hurt? (Read 'The Boy Who Cried Wolf').

Jigsaw Unit : Relationships



Literacy

Learning phase 4 tricky words to read and spell.

Extended writing using story boards. Children use visual images to support extended pieces. This is also consolidated with work during whole class lessons on holding a sentence. Encouraging the use of adjectives ('juicy words').

Using and spelling set 2 sounds / digraphs. Ay ee igh ow oo oo ou ir oy air ar highlight this in independent writing and give verbal feedback as to misconceptions and use as teaching points.

Encourage the use of the speed sounds chart as a resource for checking words they are writing or reading.

Continue to make writing available in all areas of the learning environment. Continue to provide a free writing area with a range of materials and resources to capture all interests.

A day a week this term to have a 'Book Look'. Children choose from an appropriate range of material to meet their needs and share a book with a friend.

Pie Corbett's Reading spine for story times.

Understanding the World

Understanding how levers and pulleys work using the Light House Keeper's Lunch as a stimulus. This can be done outdoors also. What other ways can we find to transport things?

Rock Pool workshop where children handle sea creatures and discuss life out at sea.

The story of Grace Darling and link to the word brave. Teach basic first aid linked to what would you do if you saw someone in trouble?

Life in the past explored through the book Peepo! Being a history detective and finding out clues from old photographs and objects. Link to time and how they know they have grown in the year. This can also be stimulated by the books 'Big' and 'Titch'

Our local area: St Mary's Lighthouse, the beach, and the country side. Why are insects good?

Exploring the Reception garden area. Caring for the area, observing and comparing changes. Looking for bugs, frogspawn, worms and considering preferable conditions for these creatures

Making imaginary islands linked to the Story 'Where the Wild Things Are'.



Specific Areas of Learning

Expressive Arts and Design

Charcoal drawings linked to coal and miming and the book Peepo!. Look and appreciate 'The Pitmen Paintings'. Children respond with a variety of materials.

Making sand sculptures at the beach. Making patterns in dry and wet sand.

Mixing paint to get different colours. Link to the 'Owl and the Pussy Cat'. What is pea green? Can you make it? What else is Pea Green? Use decorators colour paint cards to show different shades of green.

Clay used to stimulate 3D models with different picture stimulus each week. E.g. terracotta army.

Use of garden items such as twigs, leaves, pine needs to make marks or use in collage. Use of Grandpa Green to understand how pictures and tell a story as well as words.

Charanga Summer block 1. 'Big Bear Funk' find the pulse in different ways, b. Rhythm games (copy back teacher Then child-led), c. Explore pitch by creating your own sounds with voices and instruments (copy back games and riff building leading to improvisation and composition)

Mathematics

Children are able to understand the passage of time and may well be able to use standard units to read clock times.

Children measure and select the appropriate measures in a range of different situations.

Number bonds with ten and twenty.

Addition and subtraction using single digit numbers using a choice of objects, equipment or physical strategies such as crossing things out when taking away. (Some children may wish to use mental and oral strategies).

Children learn to half amounts and objects with ease and use theses in simple number problems.

Estimating numbers of interesting objects and strategies used .

Six quickies maths. Continue and build challenge where appropriate. Can children invent their own versions?

Interventions continue on from last term:

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

Good gross and fine motor control, a recognition of pattern, language to talk about shapes and movements, the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

Squiggle While you wiggle; To be able to write your brain needs to have control over your fine muscles but also it needs to know where its arms are and then hands and the most important part the body for writing ? The fingers! Co-ordination is the key skill in assisting a child to become a successful writer.

Some ideas for developing fine motor control:

Let the children make patterns using pegboards. Provide sewing and weaving activities. Involve the children in chopping and peeling in cooking activities. Provide woodworking tools - pliers, screwdrivers, hammers. Use finger rhymes, counting fingers, playing with words and sounds, etc. Provide small construction toys. Structure sand and water play to include sieving, pouring, picking up toys using tools, etc. Develop the pincer movement: show the children how to use tweezers to pick up and sort sequins, small beads, etc., sprinkle coloured sand, glitter, salt, etc. on pictures. Provide the children with paints, finger paints, etc. for making big patterns on differently shaped paper, for example fish, balloons, kites. Talk about the patterns they make. Focus on developing the *curly caterpillar*, *long ladder* and *one-armed robot*. Encourage the children to strengthen their fingers by using clay, play dough, Plasticine, etc., for modelling. They can make letter shapes and patterns using the modelling media. Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti-clockwise. Give the children thick paintbrushes and water to paint patterns on walls, fences, etc.

Supporting speech and language therapy programmes though individualised planning carried out as far as possible **within the** classroom environment.

Providing areas with activities that support good mathematical development; boxes and materials of different shapes, sizes and weights. Providing measuring equipment across areas so that children make real life experiences of these tools. (Tape measures, rulers, metre sticks, scales, timers both digital and manual. Use natural materials to encourage an enjoyable sensory approach to sorting and counting. Use open-ended block play to stimulate natural learning about size, shape, space and area. Open-ended block play to promote mathematical skills.

'Six quickies' programme; How to encourage a firm and embedded grasp of mathematical number skills in children through open-ended board games that can be adapted to differentiate individual needs.