

Blue- new learning opportunities this term

Green- previous term opportunities which will still be part of practice this term.

<p>We will develop Personally, Socially and Emotionally (PSE):</p> <p>Think about perspectives of others. Manage their own needs and personal hygiene. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>In ways such as:</p> <ul style="list-style-type: none">• Independent activities in all subjects including maths and writing.• Looking at comprehension of characters, talking about characters feelings throughout the story.• 1 decision- looking at personal hygiene and taking others points of view into consideration. <ul style="list-style-type: none">• More independent activities to encourage problem solving independently in all subjects.• Independent learning as part of Maths teaching.• More independence encouraged with writing when appropriate.• Everyday problem solving e.g. what to do when they need extra resources etc.• Children given more responsibility e.g. areas to tidy and look after in the classroom. <ul style="list-style-type: none">• 1 decision input covering the above objectives- class discussion three times a week	<p>We will develop our Communication and Language (CL):</p> <p>Listen and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>In ways such as:</p> <ul style="list-style-type: none">• Sequence the events of a story.• Class discussion around comprehension including prediction and alternative endings.• Retelling the story using props and puppets, performing this to the whole class.• Using child voice on observations of learning, children talking about things they have grown or changes in the environment they have noticed.• Encouraging children to describe life cycles to each other including some of the key vocabulary we have learnt.• Opportunities as part of continuous provision to discuss learning and how they overcame any problems. (1 Decision discussions)• Power points of life cycles to promote discussion of learning.	<p>Traditional Tales- Summer 1</p> <p>Guided Play/Enrichment Activities:</p> <ul style="list-style-type: none">• Cooking activities, porridge gingerbread men.• Building houses from different materials• Plant growing, beans.• <p>Key Texts.</p> <p>Goldilocks and the three bears. Jack and the beanstalk The Gingerbread Man Three little pigs. Three Billy Goats Gruff.</p>
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<p>We will develop as Mathematicians (MD): Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity</p> <p>In ways such as:</p> <ul style="list-style-type: none">• Measuring plants, comparing lengths.• Measuring using different resources, cubes, rulers, hands etc. Watering plants, looking at capacity of different containers.• Numberblock activities, ordering numbers in staircase way to get correct order.• Missing number and mixed up number activities as part of continuous provision.• Board games, counting on, subitising encouraged with this.• Five speckled frog song- one less.• Lily pad- numeral and quantity matching• Egg matching- numeral and quantity.• Races- with children and objects, discussing 1st, 2nd, 3rd, order. <p>Daily adult maths sessions. Counting one more and one less activities Positional words and games</p>		<p>We will develop our Literacy skills (LD): Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment</p> <p>In ways such as:</p> <ul style="list-style-type: none">• Daily phonics club to encourage children's fluency with word time.• Guided writing as part of continuous provision- planned to children's individual needs.• Daily phonic sessions tailored to meet individual needs• Daily speed sound lessons, teach letter formation, word time reading, and spelling• Pinny time and one to one tutoring to support children with their early reading.• Phonic resources in the provision to encourage children modelling to each other.• Attractive book areas with inviting texts.• Daily story time sessions• Writing table with themed activities encouraging writing patterns and letter formation.

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<p>We will develop our Understanding of the World (UOW): Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> <p>Understand that some places are special to members of their community. Recognise some environments that are different from the one in which they live. In such ways as:</p> <ul style="list-style-type: none">Planting beans- concentrating on how we need to look after them and grow themDiscuss settings in stories, recreate scenes from stories in sensory trays. Discussion how story environments vary.Building houses, looking at peoples homes around the world and how they look different to ours.Exploring most suitable materials for house building. <ul style="list-style-type: none">Time to explore in the willow and forest school areas to observe and talk about changes, effects of the seasons.Exploring these areas with magnifying glasses- what else can we notice.Daily weather update- discuss changes in weather and temperature.		<p>We will develop our Physical skills (PD): Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>In such ways as:</p> <ul style="list-style-type: none">Designing running, chasing and obstacle courses based on Jack and the beanstalk and the gingerbread man chase.Daily writing sessions concentrating on letter formation.Weekly continuous provision writing to support formation of letters.Opportunities for writing within the environment based around weekly story.Word and sound mat prompts to encourage correct formation of letters. <ul style="list-style-type: none">PE sessions twice weekly to demonstrate and practice the above gross motor skills.Visits to willow area to encourage climbing and balancing.Peddalling bicyclesDesign, build and use an obstacle courseStop, go traffic lights gameFollow my leader and positional games

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	<p>We will develop our use of Expressive Arts and Design (EAD): Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. In such ways as:</p> <ul style="list-style-type: none">• Creating own tunes, creating sound of the harp in jack and the beanstalk story.• Language link activities for all children, involving listening games.• Charanga music session based on moving to and talking about the music.• Variety of music and instruments available to children as part of the provision.• Listening to different types of music and responding to them, calming music for quiet time etc.• Creating collages around the weekly story.• Painting the favourite part of the story.• Acting out the weekly story using puppets.•	
<p>Curiosity Table</p> <ul style="list-style-type: none">• Herbs, mint, lavender. (beanstalk)• Ginger spice and ginger bread• Different seeds.	<p>Key Vocabulary.</p> <p>Giant Growing Magic beans Wish Jack Harp Poor Gold Axe Golden Castle Characters. Goldilocks Bears Big Medium Small Hard Soft Porridge Hot Cold Cottage Woods Gingerbread man Little old woman Little old man Oven Cat Hen Boy Girl Cow Dog Fox Swam River Chase Catch straw brick house wood wolf Grandma Wood cutter Woods Billy goat, troll, bridge, trip trap. Plant, grow, recipe, ingredients.</p>	

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	This vocabulary will continue be added to, to reflect children's interests.
	RE- Sharing family celebrations, class discussion on places that are special to us, comparing houses and favourite places.