

Summer Term 1

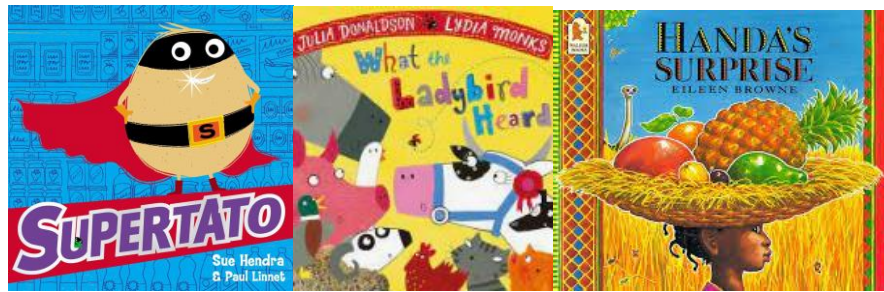
Early Years Overview

The Magic of Animals



Text we will be looking at:

What the Ladybird Heard by Julia Donaldson and Lydia Monks, Handa's Surprise by Eileen Browne, Supertato by Sue Hendra and Paul Linnett



Our Aims

We always aim to follow the children's interests therefore we followed a different path during the last half term. This means that some of our previous intended learning opportunities were adapted to suit the children's interests and will be covered in the Summer Term

This half term we aim to encourage the children to understand different foods and where they came from. We will identify, taste and explore a wide range of fruits and vegetables while considering where food comes from. We will also enjoy lots of activities using food such as baking, making smoothies, role play and planting and growing our own foods in the vegetable.

We will continue focusing on how we care for our bodies by focusing on looking after the food we eat, eating healthy foods and the importance of exercise.

HPL and Characteristics of Effective Learning

Playing and Exploring –

Engagement – The Thrill of Learning



Active Learning

Motivation – Wanting to Learn



Creating and Thinking Critically

Thinking - Ability to Learn



Expressive Art and Design

This half term we will be creative using food. We will bake, make smoothies, learn to cut up fruit and vegetables safely.

We will also create representations of food from around the world by using it to print and paint with, by doing observational drawings and using clay to make sculptures.

Mathematics

Number Element

Numbers to 10 Verbally count beyond 20. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Addition to 10 Automatically recall number bonds for numbers 0–5 and some to 10

Numerical Patterns

Shape - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Measures - Compare length, weight and capacity.

Understanding of the World

People, Culture and Communities: RE (Christianity)- Celebrating the Muslim celebration of Eid al-Adha.

Concept: special clothes and developing the concept of 'special'. Talk about members of their **community**

Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.

The Natural World: recognise some environments that are different to the one in which they live. Draw information from maps.

Physical Development

Health and Social Care: healthy lifestyles, how to move equipment safely, appropriate safety measures without an adult

Moving and Handling: Revise and refine the fundamental movement skills they have already acquired to move with ease, fluency and accuracy. Skills include: rolling, walking, running, skipping, crawling, jumping, hopping, climbing, throwing and catching a ball.

We will now be focusing on encouraging those children who are ready, to hold their pencil correctly and to form letters correctly. The children will be encouraged to use scissors independently and with relative accuracy.

Personal, Social and Emotional Development

Making Relationships: play co-operatively, taking turns with others and account of one another's ideas about how to organise their activity.

Social Communication: Confident to try new activities, and say why they like some activities more than others, will speak in a familiar group, will talk about their ideas.

Managing Feelings and Behaviour: Know wrong from right, follow the golden rules, work together with partners or as a class.

Literacy

Writing

- Form lower-case and capital letters correctly.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Write simple phrases and sentences that can be read by others.

Reading

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Anticipate (where appropriate) key events in stories.

Communication and Language – Listening, Understanding and Attention Speaking

- Articulate their ideas and thoughts in well-formed sentences
- Learn new vocabulary and use new vocabulary through the day and in different contexts.
- Ask questions to find out more and to check they understand what has been said to them.
- Describe events in some detail.
- Connect one idea or action to another using a range of connectives.
- Engage and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.