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| **Literacy**  **Phase 1 phonics- aspect 4, 5 & 6.** | **Communication and Language** | | **Physical**  **PE** links | **Personal and social-**  **PSED** | **Maths** | **Understanding of the World**  **S**cience, **G**eography, **H**istory, **T**echnology and RE | **Expressive Art and Design**  **A**rt, **DT** and **M**usic Links |
| Where’s Spot? – using and understanding positional language.  Titch – a Tiny seed.  Hooray for fish.  What the ladybird heard at the seaside.  Surprising sharks – information about sharks.  Introduce the first set of Read Write Inc – speedy sounds.  Children will identify that print carries meaning and is read from left to right.  Children to ascribe meaning to marks seen in different places – recognises their own names and familiar logos. | Vocabulary reflects the breadth of the children’s experiences – talk about our visit to the Aquarium. Captions/scribing their experiences – using photographs to support communication.  Uses and understands detailed questions.  Woodland walks, listening moments.  Is able to follow given instructions, sometimes involving 2/3 parts – game – Where’s Spot the dog? (hide and seek clues).  Through provision and whole group times children are able to maintain focus for longer periods of time. | | Funky finger activities which are focused more on pencil control – sorting seeds etc.  To refine an effective pencil grip.  To continue to provide ample opportunities for name writing.  To skilfully negotiate space, without collision.  Understand and begin to demonstrate hygiene routines and a healthy lifestyle.  Safety in the sun.  Begin to take off their shoes and socks for weekly PE session.  Talk about the effect exercise has on their bodies. | Showing confidence in communicating freely about their home and community.  Children can tolerate delay and begin to take turns and share resources without conflict.  Children to feel confident and show independence to explore and access all areas of the continuous provision with meaning.  Preparing for the transition into Reception.  Through the use of Tapestry, continue to share and celebrate school & home learning within a whole group session. | Through construction activities, children are able to spend longer periods of time creating structures.  Enjoys and sings number songs about numbers up to 10.  Children are becoming more confident using language of number throughout their time in the continuous provision.  Children show an understanding of positional language and use this language in their play.  Uses shapes appropriately for given tasks. | Exploring the beach and the woods – natural environments.  **S**- Seasons and weather changes.  Growing and caring for our own beans.  Mini-beast hunting.  Making own play dough – different scents (linking with ice-cream flavours).  **G** – Looking at and sharing past holidays/ trips with families.  Share photographs with our group.  **H** – Sharing past experiences.  **T** – Use the iPad in small groups to search for mini-beasts from our story.  **R** – Father’s Day. | **A** -  Observational drawings of natural objects found on our woodland walks.  **Artist:** Andy Goldsworthy (nature).  **M** –  Creating instruments with seeds, rice, pebbles and junk modelling.  **DT** –  Making mini-beast homes – joining materials and using different tools.  **Role Play** –  Domestic role play  Ice Cream shop. |
| Enrichments | | A visit from the ice cream van.  Exploring the beach.  A visit to the aquarium.  Introduce forest school sessions. | | | | | |