



<p style="text-align: center;"><b>Communication and Language</b></p> <p><b>Listening Attention Understanding Speaking</b></p> <ul style="list-style-type: none"> <li>We will join in and retell stories from our core texts asking questions based around who what why where when.</li> <li>Use scientific vocabulary when talking about the parts of the flower or an insect.</li> <li>We will listen and talk about our core texts to develop our familiarity and understanding.</li> <li>Think of open ended questions to ask our Forest School visitor on what new things have they explored in the forest.</li> <li>Act out Dear Zoo-What animal did they end up with? Could we look after the last animal?</li> <li>Learning the vocabulary involved with Dear Zoo.</li> <li>At snack time continue to use 'snack and natter' to encourage children to discuss about the term's topics.</li> <li>Learn and Sign 'Responsibility' and discuss ways we take responsibility.</li> <li>Answering why and how questions about the jungle and the animals that live there.</li> <li>Circle time-Talking about our favourite animals and why?</li> <li>Listening to stories and facts about animals.</li> <li>Listening and recognising animal sounds-Guess what animal sound this is? Farm and Zoo animals.</li> <li>Talking about their experiences in the holidays and what they have been doing?</li> </ul> <p><b>Week 1-Walking through the jungle</b>  <b>Week 2-Old Mack Donald had a Farm</b>  <b>Week 3-Row Row Row your boat if you see a crocodile</b>  <b>Week 4-Five little speckled frogs</b>  <b>Week 5-Five little monkeys jumping on the bed</b>  <b>Week 6-12345 once I caught a fish alive</b></p>	<p style="text-align: center;"><b>PSED</b></p> <p><b>Self-Regulation Managing Self Building Relationships</b></p> <ul style="list-style-type: none"> <li>Self-registration and wake and shake.</li> <li>We will be role modelling independence and how the children can manage their own needs (link in with Physical Development)</li> <li>Build an animal house with your friends.</li> <li>Talk about what you like and do not like about being outdoors. What are their favourite outdoor spaces and why?</li> <li>We will encourage good listening, engaging and building relationships with adults and peers.</li> <li>Talk about feelings in the books, how might the animals feel?</li> <li>How do the books explain about responsibility? How can we take responsibility?</li> <li>We will talk about what's made us smile today? Our emotions and how we're feeling.</li> <li>Weekly show and Tell-Allowing each child to bring in something special to them to discuss and share with their friends.</li> <li>What is their favourite food? What animals eat the same food as us? What animals eat meat and what animals are vegetarians?</li> <li>Care of animals - how do we care for specific animals? Why do we wash out hands after touching animals?</li> <li>Talking about our own personal experiences of animals we have met- e.g. farm animals. Thinking about how we look after animals feed them? Clean them? Take care of them?</li> </ul>	<p style="text-align: center;"><b>Physical Development</b></p> <p><b>Moving and Handling-Fine and Gross Motor Skills Health and Self-care</b></p> <ul style="list-style-type: none"> <li>Making Zoo animals out of playdoh using different shaped cookie cutters, googly eyes and pipe cleaners.</li> <li>Develop our fine motor skills- Mark making outside using large paintbrushes and water painting on the slabs or crayons to make rubbing on different textured surfaces - walls, fence and trees-See how many we can find.</li> <li>Learning how to use bikes, trikes and scooters safely.</li> <li>Encouraging eating independently.</li> <li>Modelling putting our coats on, managing buttons and zips.</li> <li>Forest school- Seasonal changes walk- 'Spring'</li> <li>Create an obstacle course to complete with friends.</li> <li>Wake and shake.</li> <li>Dough disco - strengthening fingers Pencil control, anticlockwise circles and letter formation.</li> <li>Parachute-Gross motor skills, movement, singing.</li> <li>Cutting and slicing up fruit and vegetables to make a salad.</li> <li>Discuss healthy diets for animals and humans. Shows and understanding of being healthy and having good hygiene.</li> <li>Show an awareness of the effects exercise has on the body.</li> <li>Looking at and tasting different healthy food in our kitchen- what are some of the similarities and differences.</li> <li>Fine motor and cutting skills- Creating homes for animals using construction sets and junk modelling.</li> <li>Construction- working with others in designing and making.</li> <li>Experiment in moving in different ways.-How do our animals move- Moving with confidence, showing control. Acting out different animals- can we move like a... e.g. slither like a snake- see understanding the world.</li> <li>Holding a pencil correctly to form recognisable letters.</li> </ul>														
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Comprehension Word Reading Writing</b></p> <ul style="list-style-type: none"> <li>Assess and continue with Early Years Talk Boost.</li> <li>Retell the 'Dear Zoo' story using talk4 writing.</li> <li>Retell the story but change the animals. Can they act out part of the story with their friends?</li> <li>Spread out the stories sequencing pictures, can they sequence them correctly?</li> <li>Go on a walk around the school. What signs can you spot and what does it mean?</li> <li>Try story telling in an interesting outdoor space.</li> <li>Continue 'Spread the happiness'-Squiggle whilst you wriggle encouraging early writing for pre-schoolers.</li> <li>Forming basic letter shapes through mark making materials (sand, water, shaving foam, paint).</li> <li>This term we will investigate- 'New Beginnings and Growing'- exploring books in our library and learning all about new beginnings in spring and how our plants grow.</li> <li>Letters &amp; Sounds/Phonics play (Jolly Phonics).</li> <li>Phase 1: Aspect (Twinkl) Rhythm and Rhyme.</li> <li>Our Frogs (getting ready for school)-Learning the alphabet.</li> </ul> <p><b>Spring 1 Core Texts:</b></p> <p><b>Week 1- Dear Zoo</b>  <b>Week 2- Giraffes can't dance</b>  <b>Week 3- Walking through the jungle</b>  <b>Week 4- Rumble in the Jungle</b>  <b>Week 5- The Lion Inside</b>  <b>Week 6- We honestly can look after your dog</b>  <b>All Term- Christian Value Books: Responsibility. The Little Red Hen, The Squirrels who squabbled.</b></p>	<div style="text-align: center;">   <p><b>Summer Term 1</b></p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Theme</b></td> <td><b>The Animal Kingdom and Dear Zoo</b></td> </tr> <tr> <td><b>Talk Boost/SALT Plans</b></td> <td>Look at each child's plan and implement and evaluate each week.</td> </tr> <tr> <td><b>Circle time focus (Jigsaw)</b></td> <td><b>Week 1 - My Family and Me</b> <b>Week 2 &amp; 3- Make Friends, Make Friends, Never Never Break Friends.</b> <b>Week 4 &amp; 5- Falling out and Bullying.</b> <b>Week 6- Being the best friends we can be.</b></td> </tr> <tr> <td><b>Relationships</b></td> <td></td> </tr> <tr> <td><b>Snack and Natter</b></td> <td>How do we grow plants, How do we look after them? How do we grow? What do we need to grow? How do we look after babies? How do we look after our pets? 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Number of the day activities, 1 more, 1 less, what's special about my number? Recognising to numerals 10-20.</li> <li>Days of the week. Missing number sequences.</li> <li>Finding objects to match numerals.</li> <li>Counting objects that can and can't be moved.</li> <li>Comparing sets of objects. Which one is the smallest and which one is the biggest.</li> <li>Number stories: Dear Zoo.</li> </ul> <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Learn our termly 'Nursery Rhymes' songs-See Communication and Language for our weekly songs-focus encouraging children to join in with the actions.</li> <li>Take a weekly spring sensory walk around our play-ground or school.</li> <li>Animal paintings using natural materials.</li> <li>Painting animals we know. Looking at the unique features of animals e.g. the neck on a giraffe compared to a short neck on a monkey.</li> <li>Observational drawing-Daffodils in forest school area</li> <li>Using different materials to make props from the stories/songs.</li> <li>Fixing/joining - making animal homes outside.</li> <li>Mark Making-Using Paints and various sized paint brushes as well as using threading reels, straws, cotton wool/buds and recycled materials.</li> <li>Make Animal patterns-Spots and stripes- looking at different ways of making spots.</li> <li>Draw or paint the animals from the 'Dear Zoo' book (see Twinkl).</li> <li>Exploring a range of media including bubble painting, string painting, roller painting.</li> <li>Designing our own animal habitat- planning materials and design.</li> <li>Creating Lion Masks.</li> <li>Singing a variety of songs and exploring a range of instruments. Expressing ourselves through dance, music, art and a range of materials.</li> <li>Mixing paint to create our colours- working independently.</li> </ul>
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<p style="text-align: center;"><b>Understanding the World</b></p> <p><b>Present People, Culture and Communities The Natural World</b></p> <ul style="list-style-type: none"> <li>Take part in a nature walk using binoculars and magnifying glasses.</li> <li>Learning how a seed grows-What do we need to do to help it grow?</li> <li>Caring for plants and flowers in spring.</li> <li>Exploring the weather in spring.</li> <li>Comparing spring to summer, autumn and winter.</li> <li>Baby animals born in spring.</li> <li>How do animals move-exploring different animals of the world and how they move acting out moving our bodies.</li> <li>Looking at how all animals are different.</li> <li>Looking at animals we have in our home-Caring for animals and pets.</li> <li>Looking at animal life cycles.</li> <li>Habitats. Where do animals live?</li> <li>Investigating animal's footprints.</li> <li>RE - Looking at the World around us. Caring for animals and living things. Looking at different animals and discussing the similarities and differences.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Main Learning Challenges</b></td> <td><b>Farm Animals</b> What animals do we find on a farm? Animal names and the names of their babies. What kinds of food do the animals like to eat? Is this the same or different from the food we eat? Do any children live on a farm? <b>Zoo Animals</b> Dear Zoo- looking at shape and size, looking at patterns. Role Play Area- zoo role play. Selling tickets for the visitors to the zoo. <b>Rainforest and Jungle Animals</b> Rumble in the Jungle- What animals will we find in the Jungle? Camouflage- linking with Patterns/materials.</td> </tr> <tr> <td><b>Home links</b></td> <td>New/existing Parents to fill in 'About me' form on Tapestry and bring in family photo to share.  Give parents Show and Tell bag.</td> </tr> <tr> <td><b>Christian Value</b></td> <td>Responsibility</td> </tr> </table>	<b>Main Learning Challenges</b>	<b>Farm Animals</b> What animals do we find on a farm? Animal names and the names of their babies. What kinds of food do the animals like to eat? Is this the same or different from the food we eat? Do any children live on a farm? <b>Zoo Animals</b> Dear Zoo- looking at shape and size, looking at patterns. Role Play Area- zoo role play. Selling tickets for the visitors to the zoo. <b>Rainforest and Jungle Animals</b> Rumble in the Jungle- What animals will we find in the Jungle? Camouflage- linking with Patterns/materials.	<b>Home links</b>	New/existing Parents to fill in 'About me' form on Tapestry and bring in family photo to share.  Give parents Show and Tell bag.	<b>Christian Value</b>	Responsibility									
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