



| Curriculum subject | PSED | CLL | PD | Literacy | Mathematics | UW | EAD | R.E. |
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| Summer 1 | | | | | | | | |
| Nursery | <p>LF-Transition begins for groups of children moving into Owl room.</p> <p>Age-appropriate games are introduced with adult support.</p> <p>Children are supported in learning how to play as part of a group.</p> | <p>LF-Children listen with increasing attention and recall during story and rhyme time.</p> <p>Owls-During phase 1 teacher led sessions will re-visit Aspect 1,2,3, 4, 5,6. then move on to Aspect 5 & 6 Alliteration and Voice sounds . We will look at any gaps in learning and plan the aspects accordingly to the children’s needs. For those children who are ready we will introduce Aspect 7 oral blending and segmentation.</p> <p>Sharing a range of stories, inviting children to retell events in known stories.</p> | <p>Nursery Mr Clark- Rhythm and movement (Dance).</p> <p>Action Ants- Multi Skills</p> <p>Encourage children to be independent in regards to their own personal needs including toilet training and washing hands for snack.</p> <p>Lots of gross motor skills covered, riding the bikes, climbing, balancing, and using large equipment.</p> | <p>LF-children begin to recall main points of a simple story.</p> <p>Owls-Focus on the traditional tale of Chicken Licken link this to provision areas. Create story maps to follow to re-tell the story. Re tell using props. Produce large scale story maps in groups. Walking maps to re-tell.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To give meaning to the marks they make as they draw, write and paint.</p> <p>To be encouraged to write some</p> | <p>Leading on from the children’s interests and needs.</p> <p>In nursery we cover the following aspects during teacher led and from ITM experiences.</p> <p>Counting, comparison, revisiting shape and pattern. Finger numbers.</p> <p>Developing recognition, ordering of numbers and 1:1 counting of objects.</p> <p>Makes symbols and marks to represent numbers.</p> | <p>LF-Explore new and familiar experiences e.g. Grass, leaves, puddles etc... Look at animal life.</p> <p>Nature walks support children in developing vocabulary and inquiry skills.</p> <p>Children look at changes over time using photographs (for example; How have we grown? Using then/nor photographs).</p> <p>Owls- Can talk about some of the things they have seen, observed- link to the growing of seeds/plants.</p> | <p>Food Naming common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p><u>Peel</u> fruit using <u>fingers</u>. To <u>mix/stir</u> ingredients together. I can design, make and evaluate a fruit salad for a teddy’s bears picnic.</p> | <p>To explore own self worth during circle times-what makes me special etc.</p> |

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| | | <p>Responds to a range of instructions inc a 2 part sequence.</p> <p>Extends vocabulary by grouping and naming objects and learning the meaning of new words.</p> <p>Uses language to imagine and create in play situations.</p> | | <p>letters from their name.</p> | <p>Comparing amounts using more, lots, fewer, less etc...</p> <p>Subitises 1, 2 and 3 objects.</p> <p>Lots of different vocabulary used and modelled.</p> | | | |
| <p>Reception</p> <p>Topic/Theme: Every Living thing</p> | <p>Through learning about each other and other people's cultures, we focus on modelling sensitivity towards others. We learn how to play cooperatively and adapt/regulate our behaviour to situations.</p> | <p>This topic is planned around children's questions and lines of enquiry. Children are encouraged to discuss their learning and ask questions to extend and challenge what they already know. We listen to each other and consider each other's points of view.</p> | <p>Get Set 4 P.E</p> <p>Dance: Unit 2</p> <p>Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> | <p>T4W texts;</p> <p>What the Ladybird Heard by Julia Donaldson</p> <p>Learn about Ladybirds (non-fiction)</p> <p>Make a bug Home (non-fiction)</p> <p>10 ways to help our world (non-fiction)</p> | <p>CLIC focus- Summer Term- CORE numbers step 1</p> <p>Saying numbers step 2</p> <p>Reading numbers step 2</p> <p>Actual counting step 6</p> <p>Counting on steps 2,3,4,5</p> <p>Counting multiples step 1</p> <p>L-Step 3</p> <p>2+1, 2+3</p> <p>Begin counting in 5s and 2s</p> <p>I-Doubling and Halving step 1</p> <p>Pim the alien step 1</p> | <p>What is a minibeast?</p> <p>Where do they live?</p> <p>What do they eat?</p> <p>Minibeast hunt</p> <p>Caring for the world— reduce, reuse, recycle</p> <p>Making observations and drawing pictures of animals and plants.</p> | <p>Pattern –Romero Britto</p> <p>Photography</p> <p>Build a bug house</p> | |

Action Ants!
Multi-Skills

C-Revisit
cardinality and
subitising
New:
Numbers to 20
10 and 1 more
11 and 2 more
etc
(tens frames)
WRM
Building
numbers
beyond 10.
Counting
patterns
beyond 10.
Spatial
reasoning.
Adding more.
Taking away.