

Summer 1 Topics: Animal Safari & Creep, Crawl, Wriggle!

Some books we will be exploring for this topic



Key Knowledge

We will be able to;

- Know how to sit sensibly on the carpet
- Learn how to; choose it, use it, put it away
- Talk about own emotions and begin to recognise these in others
- Know how to look after basic hygiene and personal needs and be able to talk about the importance of proper hand washing
- Talk about the importance of a bedtime routine and a good night's sleep
- Name their 'safe adults'
- Further secure numbers 1-5, days of the week and routines
- Understand capacity, length, height and mass
- Continue to develop fast subitising skills to 3
- Mark make with purpose
- Continue to develop Phase one phonics
- Begin to learn sounds in line with RWI picture cards (mmmountain, ssssnake, a a apple)
- Explore the work of Kandinsky
- Continue to enjoy stories and songs
- Begin to order the sounds in their name

Key Vocabulary

3D Shape	A shape that has faces and sometimes edges and corners
Paw	The name for an animal's foot
Invertebrate	An animal with no spine

These are the objectives from the Early Years curriculum that we will be focusing on in Summer 1 half term

Communication and Language	Personal Social and Emotional Development	Physical Development	Literacy
<p>We will learn to...</p> <ul style="list-style-type: none"> ● Sing a large repertoire of songs. ● Use a wide range of vocabulary. ● Understand 'why' questions. ● Use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". ● Start a conversation with an adult or a friend and continue it for many turns. ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Continue to develop pronunciation and communication, May have problems with irregular tenses, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Develop their sense of responsibility and membership of a community. ● Find solutions to conflicts and rivalries. ● Talk with others to solve conflicts. ● Understand gradually how others might be feeling. ● Increasingly follow rules, without an adult reminder, understanding why they are important. ● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ● Develop appropriate ways of being assertive. ● Understand and consider how others might be feeling. ● Make healthy choices about food, drink, activity and toothbrushing. 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Make healthy choices about food, drink, activity and toothbrushing. ● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ● Start to eat independently and learning how to use a knife and fork. ● Show a preference for a dominant hand. ● Use one-handed tools and equipment with increasing control. ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use a comfortable grip with increased control when holding pens and pencils. 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Write some letters accurately (RWI sessions) ● Write some or all of their name ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ● Engage in rhyming games. ● Suggest initial sounds (RWI sessions) ● Understand the five key concepts about print.

Mathematics	Understanding the World	Expressive Arts and Design	At Home
<p>We will learn to...</p> <ul style="list-style-type: none"> ● Link numerals and amounts, up to 5 using the cardinal principle. ● Show 'finger numbers' up to 5. ● Experiment with their own symbols and marks as well as numerals. ● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'round' ● Compare quantities using language: 'more than', 'fewer than'. Subitise and compare as they explore one more and one less. ● Understand position through words alone – for example, "The bag is under the table," – with no pointing ● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. ● Explore collections of materials with similar and/or different properties. ● Continue to develop positive attitudes about the differences between people. ● Show interest in different occupations. ● Talk about what they see, using a wide vocabulary. 	<p>We will learn to...</p> <ul style="list-style-type: none"> ● Respond to what they have heard, expressing their thoughts and feelings. ● Play instruments with increasing control to express their feelings and ideas. ● Create their own songs, or improvise a song around one they know. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Begin to develop complex stories using small world equipment. 	<p>You can help us by...</p> <ul style="list-style-type: none"> ● Sharing books and stories every day ● Discuss what we see around us when out and about ● Encourage independence when getting dressed, eating and tidying up ● Counting everyday things (steps, fruit, cups on the table) ● Notice numbers in environment (house numbers, buses etc) ● Encourage children to cut up their own food with a knife and fork



We will be interested in and pose questions/find answers

- What is my favourite book? Why?
- What animals do I know that come from different countries?
- What insects might I find in my garden?
- Can I order the sounds of my name correctly?
- Can I recognise what sounds words begin with?

