

Summer 2 Topics:

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
- Be able to understand and use positional language
- 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 Claude Monet
- Continue to enjoy stories and songs
- Begin to order the sounds in their name
- Begin to write their name using a tripod grip and recognise their name begins with a capital letter

Key Vocabulary

Ocean	A large expanse of water
Litter	Rubbish left lying in a public place
Recycle	To collect and treat objects which can be used again

Postcard	A card where a message may be written and then sent to somebody through the post
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These are the objectives from the Early Years curriculum that we will be focusing on in Summer 1 half term

<i>Communication and Language</i>	<i>Personal Social and Emotional Development</i>	<i>Physical Development</i>	<i>Literacy</i>
<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 live in the ocean?
- Why shouldn't we leave litter at the beach?
- Can I order the sounds of my name correctly?
- Can I recognise what sounds words begin with?

Thank you for your continued support.