

Planning Summer Term 2021

Early Years Foundation Stage

Theme: Our Changing World

<p>Areas of Learning</p>	<p>In Reception we are likely to...</p>
<p>Personal, Social and Emotional Dev <i>Making relationships</i></p> <p>ELG: 8 Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self- confidence and self-awareness</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities. <p>ELG 6: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>Managing feelings and behaviour</i></p> <p>ELG: 7 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of</p>	<p>Continuing to Learn about ourselves and others:</p> <p><i>What makes us unique</i></p> <ul style="list-style-type: none"> • On going talking about what we like and dislike • Further opportunities to discuss how we feel and why we feel like that and what we can do about this. • What we like to do, and things we don't particularly like linked to new activities • What we think we are good at • What we think we are not so sure about/ challenging ourselves to improve <p>We will be continuing to practise:</p> <ul style="list-style-type: none"> • Playing with our friends • Learning to say sorry if we have made anyone sad or cross, and trying to understand what we could have done so this wouldn't happen. • Understanding that we are different • Being brave – talking in a group/ trying something new/ explaining to a friend or adult if we need something. • Talking about ourselves and listening to others • Remembering please and thank you. • Working on our own/ with a friend/ in a small group <p>Commando Joe:</p> <p>We will continue to use our missions to be challenged to work together in teams.</p> <p>We will continue to use the missions to articulate our ideas and thoughts</p> <p>We will continue to use the missions to listen to the ideas of others and try them out too</p> <p>We continue to be use the missions to experience different feels and learn how to understand and control them.</p>

routine in their stride.

Our Changing World:

We will be able to work in partnership with others on tasks linked with castles, exploration of materials and learning about our environment.

We will be able to share our own opinions and listen to those of our friends as we explore questions about caring for our world as well as building and creating maps/ castles – considering resources needed and processes undertaken

We can share our feelings as to how we worked together and what could be improved.

Communication and Lang

Listening and attention

40 – 60

Maintains attention, concentrates and sits quietly during appropriate activity.

- Two-channelled attention – can listen and do for short span.

ELG 1: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

ELG 2: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

Speaking

40 – 60

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

ELG 3: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Generally in school we will:

- Show understanding of the importance of listening
- Continue to listen to stories/ poems/ songs and join in discussions about what they hear; Give their opinions
- Listen to our friends’ ideas and thoughts during our talking times and link comments to the things said.
- Continue to understand and practise the need to wait our turn in conversation.
- Continue to have experience of listening to different types of genre: stories/ poems and rhymes/ information texts
- Having fun making changes to familiar stories or rhymes/ creating our own poems
- Have the opportunity to talk about stories/ events and whether we like them/ find them interesting and why
- Further develop our concentration skills during activities we are asked to undertake/ making good choices within the room and developing our own ideas.
- Being challenged to keep going on tricky task
- Linking with KS1 through Science/ music / PE and RE

Commando Joe:

We will use our missions to have the opportunity to give our ideas and listen to those of our team mates.

We will continue to learn to follow the instructions given, so we understand the missions and what it expected of us.

We will gain experience of answering how and why questions to develop our approach to a mission.

Learning through Our Changing World:

Continue to talk about and discuss aspects of our world and how we need to take care of it

Ask questions about things that puzzle us about our world

Make links with previous learning, ie Seasons/ Hot and cold countries

Continue to use specific vocabulary linked to describing different aspects of weather/ seasons – Spring and Summer and historical events – using past and present language appropriately.

Possible Role play to develop our language skills may include Commando Joe Missions: Castles and castle life/ Kings and queens/ Explorers/ Garden centre/ shop – giving opportunities to tell stories/ information about what they have been doing/ seeing/ creating.

	<p>Sharing our journals together and the things we enjoy</p> <p>Examples of Books which may be used: Information books about different aspects of our world - environmental and recycling/ Kings and queens/ Castles and castle life/ explorers/ materials Traditional tales: The Three Little Pigs/ Other story books such as: Snail and the Whale/ Storm Whale/ George and the dragon/ A Load of Rubbish</p>
<p>Physical Development Moving and handling 40 – 60 Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG 4: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care 40 – 60 • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>ELG 5 Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Generally in school we will be: Encouraging the children to identify risks/ and manage these risks while using the outdoor area/ the climbing frame and trim trail/ the field/ within the classroom too. On going importance of self-care: handwashing/ coughs and sneezes protocols linked with COVID/ The rules of ‘bubbles’ within school. Joining with KS1 to participate in specific PE learning: Cricket/ Multi-skills/ Athletics</p> <p>Cricket/ Athletics Participation in competitive sport/ how to win and lose Learning new skills linked with agility, balance and coordination Continue to further develop the skills they have already been learning Put into practice skills they have been learning. Understand about keeping themselves and those around them safe as they learn new skills</p> <p>Handwriting: They will be given many opportunities to practise and develop the use of fine motor skills needed within writing/ painting / chalking / cutting and sticking. They will be challenged to develop control in their letter formation/ number formation as well as learning about finger spaces and sitting writing appropriately on the lines.</p> <p>Commando Joe Missions: These will continue to challenge them to keep themselves and their classmates safe through making good decisions They will develop their gross motor skills as they move and transport objects while undertaking missions. They will continue to develop their fine motor skills too through this too.</p> <p>Our Changing World: We will be using our fine motor skills as we draw and write in activities such as maps/ castles/ posters to promote care of our</p>

	<p>world and many more.</p> <p>We will consider how we to be healthy; making healthy choices in the food and drinks we choose.</p> <p>We will continue to understand the importance of keeping ourselves safe and others as we use larger objects to create with eg crates/ tries/ wood</p>	
<p>Literacy</p> <p>Reading</p> <p>30 - 50</p> <p>Shows awareness of rhyme and alliteration.</p> <p>40 – 60</p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>ELG 9: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing</p> <p>40 – 60</p> <p><i>Can segment the sounds in simple words and blend them together.</i></p> <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. <p>ELG 10: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Generally we will:</p> <p>Continue to share a variety of books together</p> <p>Talk about: author’s / illustrations/ Cover/ Text (formation)/ Text</p> <p>Talk about what we think about the characters and the decisions that they make</p> <p>Talk about the exciting words that are used/ consider different words that could also be used</p> <p>Have opportunities to link with a range of stories/ poems/ information texts.</p> <p>Discuss differences in how letters might look in print</p> <p>Have opportunities to read own work back.</p> <p>We will have opportunities to write words and sentences using our phonemes/ diagraphs/ tricky words which we know.</p> <p>We will build our repertoire of sight words</p> <p>Help our writing development by building up the strength in our upper body: crawling/ climbing/ aiming and shooting balls/ throwing/ new climbing frame and trim trail.</p> <p>will have opportunities to practise our fine motor moves and be encouraged to hold tools correctly – pencils/ brushes/ scissors</p> <p>Continue to develop a brave attitude to having a go with their sound use in both reading and writing.</p> <p>We will be given the opportunity to practise our writing skills through activities such as: Labelling (maps/pictures) Captions linked to creating stories. Instructions/ rules for keeping safe/ writing information.</p> <p>We will develop our knowledge of the alphabet and link capital letters to the lowercase.</p> <p>Specific work linked to ‘Our Changing World’</p> <p>Creating descriptions of ... journeys that we have made – linked with explorer/ Labelling parts of plants and animals/ adding captions and labels to maps and castles. Creating stories too.</p>	<p>Phonics:</p> <p>RWI:</p> <p>Set 2 – complete our learning of the sounds/ practise segmenting and blending using these sounds</p> <p>Set 3 – progress to learn sounds and develop how we use them in both writing and reading. We continue to developing writing structure – understanding of sentence structure. We will be given opportunities to create simple sentences which they can read back.</p> <p>Looking at and practicing how letters are formed - still using large motor arm movements alongside finer/ smaller moves. Use of lines to write words on/ spacing of words.</p> <p>Use the ‘ Humpty Dumpty’ list of words in our learning and sight word development</p> <p>Links with home: Reading record/ continue phoneme practice – as individually appropriate Continue with indiv. Movement through PM reading scheme Opportunities to talk about the books they are reading; developing their comprehension.</p>

	<p>We will learn about Information books and the questions that they may answer, and be given opportunities to creating specific information books/ atlas or map books.</p> <p>We will use the story of The Three Little Pigs as we learn about materials</p> <p>We will have opportunities to create posters to promote care of our world.</p>	
<p>Mathematics</p> <p>Numbers</p> <p>40 - 60</p> <ul style="list-style-type: none"> Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number.. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p>ELG 11: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure</p> <p>40 – 60.</p> <ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. <p>ELG 12: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Through our daily routines we will:</p> <p>Practise our counting and precision</p> <p>Use playing cards to sort and dice to link number into games.</p> <p>Use number lines and number squares to enhance our number recognition and understanding</p> <p>Have opportunities to become speedier in our number work as we are timed</p> <p>To talk about numbers, shapes and measures to expand practise and expand our vocabulary.</p> <p>To use number in role play situations</p> <p>Our Changing World</p> <p>We will link our learning from Mathematics in as many ways within our general classroom activities linked to topic;</p> <p>Comparing/ recording using tally charts/ pictogram: things we like or don't/ objects we see around us – petals of plants/ numbers of flowers...</p> <p>Using positional language for direction linked to exploration and maps. This will include N/S/ E and West</p> <p>We will compare seeds and plants using: size/ number of/ height of plants/ size of leaves</p> <p>We will find different ways to count objects we come across and decide which is the best way to do this.</p> <p>We will measure ourselves using length and use our understanding of weight as we create recipes</p>	<p>Specific number:</p> <p>Using the White Rose Maths scheme of work</p> <ul style="list-style-type: none"> practise counting up and back Continue counting from different numbers practise identifying our numbers: 1 – 8/ 0 – 15/ 0 – 20 / 20 – 30 + - individual differentiation Practise matching numerals to groups of objects varying levels. Using specific mathematical vocabulary RM easimaths computer programme to continue to develop maths skills – individualised learning Use vocabulary linked with weight and measures – length and height Counting in 2s 10s and 5s Doubling Halving Sharing Directional language Symmetry

Understanding the World

People and communities

40 – 60

- Enjoys joining in with family customs and routines.

ELG 13: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

40 – 60

- Uses ICT hardware to interact with age-appropriate computer software.

ELG 15: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

We will work alongside the year 1 curriculum as we:

Science

Looking at and exploring the different materials we find around us.

Continue to develop our knowledge of the Seasons with a specific focus on Spring and Summer; taking notice of the changes that are taking place outside and the weather.

We will be looking at how we can take care of our environment; giving and sharing our ideas and their own experiences out of school.

We will continue to look at growing plants and identifying and using vocabulary such as seed/ stem/ roots/ flower.

We will continue to consider ways to be healthy; creating healthy food

History/ Geography links:

We will continue to look back in the past and understand what this means.

We will have fun linking our learning to castles and wondering why they were built.

We will be thinking about what life would have been like in a castle.

We will be thinking about Kings and Queens including Queen Elizabeth II.

Technology:

We will have the opportunity to learn about programming using the Beebots

We will be encouraged to use the computers to engage in various programs: art/ maths/ music...

We will use the RM Easimaths computer program to further promote our learning in mathematics.

We will continue to engage in the ideas of e-safety using Digiduck and Smarty the Penguin.

RE:

We continue to think about the Christian calendar and talk about current events linked with this, including previous Easter Celebration.

We will consider a new faith: Islam

We will find out what makes it special.

We will use our knowledge of Christianity to make comparisons – and identify similarities and differences.

Expressive Arts and Design

Exploring and using media and materials

40 - 60.

We will work alongside the Year 1s as we:

Learn about different artists such as Mondrian/ Picasso/ Kandinsky

We will be given opportunities to talk about what we see and experiment with how to create similar styles.

• Understands that different media can be combined to create new effects.

ELG 16: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative

40 – 60

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Plays cooperatively as part of a group to develop and act out a narrative.

ELG 17: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

We will explore with primary and secondary colours

We will expand our learning about different art techniques:

Drawing/ painting/ 3d modelling/ printing....

We will be looking at different materials and using fabric in our creations; being encouraged to combine different materials

As we learn about keeping ourselves healthy we will be able to create with food and use tools to mix, cut and shape.

Music:

We will continue to explore pulse and rhythm using body/ untuned/ tuned percussion instruments

We will compose and perform within the class

We will listen to and gain confidence at expressing an opinion about music we have heard.

We will continue to expand our repertoire of songs and rhymes.

We will have opportunity to dance and move to the different music we hear.

Through our daily routines we will have:

Opportunities to use tools correctly and for correct purpose such as Scissors/ rulers/ holepunch/ stapler/ brushes/ pencils/ felt tips/ crayons/ hammers/ screwdriver/ tapes/chalk

Be given time to explore and create with our own ideas: both inside and outside; developing and honing skills learnt.

We will use the seasons of spring and summer to enhance our art and design skills

Role Play opportunities:

We will link our role play opportunities across our learning: RE/ Castles and castle life/ Kings and Queens/ Explorers/ Garden Centre and shop

Specialist support:

Specific teachers for PE: Mr Brown on Thursdays

Cricket with Matthew - Friday