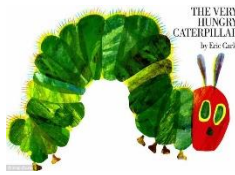
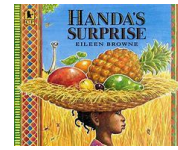
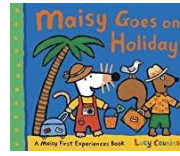
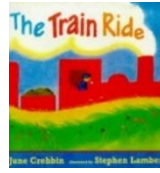
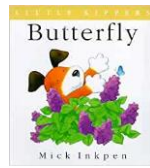




Our Local Community



THE VERY HUNGRY CATERPILLAR
by Eric Carle



Overview

During the topic 'Our Local Community' the children will have the opportunity to listen to different stories linked to different communities and our local area. These stories will provide opportunities for the children to focus upon familiar features of their local area, such as local shops, libraries, cafes, parks, school, and the health centre etc. The children will be able to identify the local features around school and in the local area. We will also incorporate minibeasts and insect habitats into this term, looking carefully at where creatures live and why.

For the second half term, the children will be focussing upon other environments such as the seaside/beach. They will have the opportunity to compare these environments and learn about how the seaside is different to where the children live. The children will explore natural materials linked to the seaside and look carefully at objects that may be found at the beach.

Curriculum Focus

Focussed attention will be placed on the prime areas, as well as *Literacy, Mathematics, Understanding the World* and *Expressive Arts and Design*.

Environment

- A home corner to encourage the children to use 'real life' objects and equipment to retell their own experiences from home.
- A reading area that links to the stories we share in class and has a range of familiar texts and our recommended reads.
- A *Funky Fingers Challenge Area* to support the children to develop their fine motor control through activities such as using tweezers, lacing/threading, tearing, and cutting.
- A small world area - enhanced with minibeasts - so the children can discover and explore independently. This area will be high interest and will be created to enhance opportunities for the children to interact and develop their communication and language skills.

Trips and Experiences

- Visiting the local area and observing local features such as shops, the library, the health centre, and school
- A trip to *Beach Cove* in Hornsea; travelling on the school mini-bus and having an ice-cream on the sea front.
- Possible trip to *BugTopia* in Hornsea to investigate the various minibeasts and creatures housed there.

Showcase

- Dads/Carers will be invited into school for a Father's Day celebration
- End of term celebration
- Sports Day – The children will take part in a variety of non-competitive sports activities developing a range of basic physical skills.



Communication and Language Development - Prime Area

Overview

We will listen to our key texts and recommended reads and roleplay items and key actions will be used to captivate the children and encourage them to join in. We will predict key events and make comments about the books we share. We will also develop our understanding of stories through answering questions about the texts shared. We will be able to demonstrate our understanding of these key texts through listening carefully and answering simple questions and through completing activities within the provision.

Throughout the summer term, opportunities to practise Phase 1 and basic Phase 2 phonic skills will be harnessed. Daily phonics sessions and activities will be implemented, and focus will be placed on different listening skills including: - general sound discrimination, body percussion, rhythm and rhyme, alliteration, oral segmenting and blending skills, building on to initial sounds and basic word recognition - in preparation for focussed phonic sessions for those children starting F2 in September.

Throughout the summer term, we will continue to use our imagination to develop our own narratives based on our focus texts. The children will be explicitly introduced to new vocabulary, and they will be provided with lots of opportunities to talk with other children and adults to develop their speaking and listening skills. Adults will join children's play and model key vocabulary and language. Adults will support the acquisition of language skills through oral storytelling, questioning and building upon the children's own ideas.

We will continue to introduce 'Chatta time' with small groups of children, to develop language and communication skills linked to retelling stories orally, describing main characters, modelling key vocabulary, and speaking in full sentences.

Provision

- ✓ We will have a home corner/talk area which will adapt and change into a beach café during the second part of the term, to provide opportunities for social interactions, sharing and encourage talk.
- ✓ We will create a small world minibeast/talk area for the children to look at insects and minibeasts promoting questioning and discussions between children.
- ✓ Books will be displayed across the provision in different areas and in the dedicated reading spaces. Texts will include key stories and books for the children to independently access that link to key learning. Other resources will be available for children to use to recall significant parts of stories.
- ✓ Small world figures will be used within the provision to encourage talk, imagination, and replaying lived experiences.
- ✓ We will model speaking and listening skills to the children throughout play opportunities and encourage them to do the same and listen to each other, especially promoting turn taking in conversation.
- ✓ We seek to have a 'talk sofa' or dedicated talking spot for children to relax and feel comfortable to talk to one another, sharing their own ideas, thought, opinions and feelings.

Assessment Links

Communication and Language

Birth-3 Years

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

3-4 Years

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- 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. Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talks to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems, and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



Physical Development – Prime Area

Overview

In F1, we will practise a range of physical skills and continue to track and assess our children carefully according to their individual needs. We will support the children to develop their gross motor skills by providing opportunities for them to use large equipment and resources e.g., brushes on canes, large paper and mark making equipment, large balancing beams and a range of climbing frames and apparatus.

The children will also have access to ribbons and chinks to develop anti-clockwise movements and muscle strength in preparation for the early stages of writing and letter formation. The children will ride bikes (2 and 3 wheeled) through the outdoor area and encourage spatial awareness by moving around fixed obstacles. Throughout our provision the children will be able to access large boxes and blocks of different sizes which can be used for deconstructive role play, allowing the children to use their own creativity to create their own space.

In our outdoor area, we will also have a range of fixed equipment that provides opportunities for climbing, jumping, balancing, and moving in different ways, for example; climbing across the graded climbing frame, pulling themselves up on poles and jumping off raised surfaces. We also have a range of equipment such as balls of different sizes, stilts, hula hoops, bats, skittles, these will all promote physical development.

Dough Disco sessions will take place weekly to develop fine motor control and finger strength, ready for the use of smaller equipment within the provision e.g., scissors, pencils, pens etc. Our *Funky Finger Challenge Area* will incorporate tasks for those that are ready to manipulate smaller equipment and develop their fine motor control and hand-eye coordination. These fine motor activities will improve muscle strength and support the children to keep their core straight in preparation for sitting and focussing on tasks for longer periods of time. Activities will focus on practising specific skills such as developing cutting and tearing techniques, threading/weaving and joining skills etc. Early mark making will be encouraged by having raised mark making areas (paper hung on the wall to support children to develop their arm and pivot strength) and a variety of other resources.

We will also talk about the importance of having a healthy lifestyle and the impact and implications of this.

Provision

- ✓ We will provide a range of obstacles for children to create their own courses and use their imaginations to develop these as the topic continues.
- ✓ Outdoor provision will encourage and promote moving in different ways.
- ✓ Food tasting sessions will take place to sample healthy foods – linked to 'Healthy Food week'.
- ✓ We will have sweeping brushes and paint rollers in the outdoor area.
- ✓ We will have playdough activities set up to build finger strength – including the use of rollers and cutters.
- ✓ *Funky Finger Challenge Area* to develop fine motor precision skills.
- ✓ Weekly *Dough Disco* sessions.
- ✓ Indoors and outdoors activities linked to developing early writing and physical skill development.
- ✓ A range of fine and gross motor activities will be available in both our indoor and outdoor provision that will be linked to children's weaknesses addressed through observations and ongoing assessments.
- ✓ Weekly P.E. sessions

Assessment Links

Physical Development

Birth -3 Years

- Develop manipulation and control. Explore different materials and tools.
- Learn to use the toilet with help, and then independently
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

3-4 Years

- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.



- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception - Physical Development

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- • Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination, and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes



Personal, Social and Emotional Development – Prime Area

Overview

We will continue to work as a class to follow our class rules and class charter. These expectations will be visible and referred to throughout the day. We will also introduce and reinforce the school rules and practise school routines for our new intake after Easter.

We will have daily *Circle Time* sessions incorporating 'Jigsaw' activities, during which we will encourage the children to think about how they are feeling, answer a focus question or share their ideas or experiences.

We will model being restorative and encourage children to think about how they feel, seek solutions and repair relationships with adult support – supporting the children to develop the skills to self-regulate and manage their own feelings and emotions.

'Chatta time' sessions will also assist in creating scenarios for the children to reflect and think about a particular situation. They will then be able to talk about their own and others' feelings and how to resolve issues in an appropriate way, without causing conflict or upsetting others.

Provision

- ✓ We will have our class charter clearly visible.
- ✓ Stickers and rewards are used accordingly praising positive behaviour.
- ✓ Restorative practise is implemented within school to model calm, effective strategies in relation to responding appropriately to issues/concerns regarding children's behaviour.

Assessment Links

Personal, Social and Emotional Development

Birth – 3 Years

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3-4 Years

- 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 their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.



[Links to Foundation Stage 2 Curriculum](#)

Assessment links to end of year expectations for Reception aged children only.

Reception - Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian



Literacy – Specific Area

Overview

We want to embed a love of reading and books in F1. We particularly wish to engage the children in the enjoyment and pleasure of reading at such a young age, thus providing them with a life-long love of reading. Our curriculum is rich in text and many planned activities draw upon ideas from the focus text we are sharing.

We will have daily story time sessions; the children will learn the story structure and we will discuss characters feelings at certain points in the story - relating things to our own experiences and providing lots of opportunities for talk. We will use pictures from books to support and scaffold children in creating their own meaningful marks, using writing prompts such as lists, writing books, large paper and using a range of writing tools and equipment.

Adults will frequently model reading and writing, both in more structured and adult led sessions and throughout child led/play opportunities.

Daily phonics sessions will focus upon phase 1 activities linked to sound disclination, rhythm and rhyme and oral segmenting and blending skills. Phase 2 phonics activities, and the teaching of letters and sounds, will be taught to children who are ready for more focussed sessions and those entering F2 next term.

Provision

- ✓ We will constantly model reading and treating books with respect.
- ✓ There will be a variety of different books, both fiction and non-fiction, available for children to look at and read around the classroom.
- ✓ Name cards will be visible daily, and children will self-register by recognising their name.
- ✓ A phonics area - and interactive display - will be available for the children to use as a visual prompt to encourage independent basic reading and writing skills.
- ✓ We will constantly model reading to the children and discuss key vocabulary.
- ✓ We will have a range of writing/mark making activities available for the children in various areas of provision, ideally at a raised height to develop physical skills and muscle strength.
- ✓ We will have various writing materials and tools available for the children to experiment with.

Assessment Links

Literacy

Birth – 3 Years

- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

3-4 Years

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.



- 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. Write some or all of their name.
- Write some letters accurately

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



Mathematics - Specific Area

Overview

Mathematics will be taught linked to the key texts, as well as discreet teaching. Children will be focussing on developing their basic number and maths skills. There are six key areas of early mathematics learning, which collectively provide a platform for everything children will encounter as they progress through their maths learning at primary school, and beyond. In F1 we will focus on incorporating these areas into both the continuous provision and discrete maths sessions including: -

- * **Counting and cardinality** (Understanding that the cardinal value of a number refers to the quantity, or 'how-many-ness' of things it represents)
- * **Comparison** (Understanding that comparing numbers involves knowing which numbers are worth more or less than each other)
- * **Composition** (Understanding that one number can be made up from (composed from) two or more smaller numbers)
- * **Pattern** (Looking for and finding patterns helps children notice and understand mathematical relationships)
- * **Shape and Space** (Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking)
- * **Measures** (Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later).

During the summer term, the children will have focussed daily maths sessions incorporating suitable maths mastery resources available issued by the NCETM (National Centre of Excellence and Teaching in Mathematics.) and Big Maths objectives. The children will focus upon a number a week and - using the Numberblock episodes - begin to understand the value of a number, how the number is represented in a variety of ways and understand simple facts linked to each number. The children will be encouraged to count out different objects across the provision and teaching activities will be planned to develop number skills. All this learning will prepare the children for a more focussed 'Big Maths' session when starting in F2.

Shape, space, and measure will also be taught linked to stories e.g., ordering sizes and measuring objects in the story 'Titch' etc. Shapes will be displayed across the provision and children will be encouraged to make patterns and build with these.

Provision

- ✓ Numbers will be seen and displayed around the provision in various areas and on objects/pieces of equipment for the children to access independently.
- ✓ Counting equipment will be available for children to use and explore within all areas of provision.
- ✓ A number floor book will be available for the children to look at and add their own pictures/facts about each number.
- ✓ Personal and meaningful number displays will be created for the children to look at and refer to.
- ✓ A '*number of the week*' display will be interactive and will be updated weekly.
- ✓ Mathematics will be incorporated into each area of provision through teacher led scaffolding, for example, describing the size of towers in the construction area, or counting how many plates we need to have at the table in the home corner.
- ✓ 2D and 3D shapes and pattern making resources (both manmade and natural resources) will be available in the provision to make patterns and shapes.
- ✓ Measuring and weighing equipment will be available for the children to explore and investigate - especially within the water and sand areas. The children will be able to access and explore these resources to also develop their basic skills e.g., sieving, pouring, counting scoops out etc.



Assessment Links

Mathematics

Birth -3 Years

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeezing selves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

3-4 Years

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc..
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Mathematics

- Count objects, actions, and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy, and create repeating patterns.
- Compare length, weight, and capacity



Understanding the World -Specific Area

Overview

The children will learn about their local community and the area in which they live. The children will have the opportunity to tell stories about places and journeys they have been on. We will go for walks around our school grounds and notice changes in the environment during spring and into summer. We will also walk around our local environment, noticing features about where we live such as: the buildings, amenities, and public services e.g., libraries, health centre. We will also discuss occupations in relation to these local amenities. In contrast to this, we will visit a beach and compare the differences between Longhill estate and a more natural environment. We will talk about similarities, differences, and changes that we see by looking carefully at objects, places and living things.

We will celebrate Father's Day (June 21st) by inviting dads/carers to come into school for a special afternoon to enjoy being with their children.

During *Healthy Eating Week* and *Sports Day*, we will have the opportunities to discuss healthy eating, keeping ourselves and our bodies fit and the benefits of exercise.

Provision

- ✓ Natural materials items will be collected and displayed in the classroom area.
- ✓ Children will look at different pictures of spring and summer and describe seasonal changes and what happens to the trees and plants.
- ✓ Children will access to iPads to take pictures and complete simple programs.
- ✓ Books will be displayed linked to healthy eating and keeping our bodies healthy.
- ✓ Our local environment photos – pictures and features of our local area displayed.
- ✓ Seaside interactive display.
- ✓ Home/talk corner – providing a range of 'real life' objects relating to home life experiences.

Assessment Links

Understanding The World

Birth – 3 Years

- Explore materials with different properties.
- Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people

3-4 Years

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Talk about the differences between materials and changes they notice.
- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Explore and talk about different forces they can feel.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception - Understanding The World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.



Expressive Arts and Design – Specific Area

Overview

The children will have a weekly P.E. session where they are able to move to the beat and rhythm of the music. The children will be encouraged to use musical instruments to play and tap along to the songs. The children will be able to access various bags including props from a number of songs/nursery rhymes to dance and sing along to, accompanied by a range of musical instruments.

Our focus for the summer term, will be linked to drawing and creating the children's own representations of objects, people, and places etc. The children will be able to add detail such as expression and have the opportunity to apply and use various lines and enclosed shapes. Opportunities will be available in provision for the children to draw using a variety of media, one-handed tools, and resources and to explore drawing on a range of textures, materials, and surfaces.

The children will be able to practise holding tools in a comfortable grip in their dominant hand and develop fine motor control and coordination, in preparation for writing and drawing in Reception.

Provision

- ✓ We will create a stage outside and children can share their talents and perform for an audience.
- ✓ Instruments will be available for the children to experiment with, listening to the sounds they make and explore the sounds they hear.
- ✓ The children will have access to a variety of recycled materials and craft materials in our construction and creative areas which they will access independently creating their own sculptures, models, and constructions.
- ✓ We will provide opportunities and stimuli for the children to experiment and explore colour mixing, using different tools and techniques in a range of contexts.
- ✓ Areas of provision will be resources appropriately to encourage the children to represent experiences, participate in taking on roles and acting out situations with others.
- ✓ We will create small world areas for the children to talk, play with and find out about minibeasts/ insects and life cycles of various animals etc.

Assessment Links

Expressive Arts and Design

Birth – 3 Years

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas

3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make



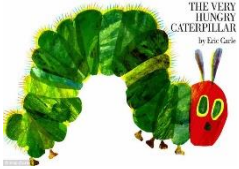
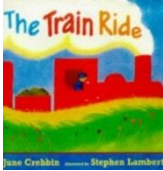
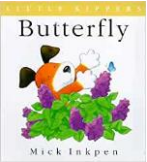
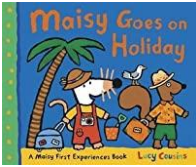
Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
 - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively, sharing ideas, resources, and skills.
 - Watch and talk about dance and performance art, expressing their feelings and responses.
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.
 - Develop storylines in their pretend play.
 - Explore and engage in music making and dance, performing solo or in groups
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- Explore colour and colour mixing.



Key Vocabulary		
community local area environment compare similar differences/different countryside city rural landscape view	map route directions forwards, backwards etc. (positional language) seaside waves deck chair seagull signposts navigate	minibeasts habitat earth/soil moist damp natural insect living things survive
Summer 1: Vocab from focussed texts		
<u>The Very Hungry Caterpillar</u> lifecycle cocoon chrysalis munching hatching 	<u>The Train Ride</u> journey travel adventure transport route 	<u>Butterfly</u> flutter changes minibeast hover float 
Summer 2: Vocab from focussed texts		
<u>Maisy goes on Holiday</u> destination travel map similar different 	<u>Handa's Surprise</u> Delicious juicy Africa climate conditions 