

| Summer 2 2018/2019 | | | | |
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| Topic Objectives | | | | |
| | | Nursery | Reception | Activities |
| Prime | PSED Physical, Social and Emotional Development | <p>*Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>*Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>*Confident to speak to others about own needs, wants, interests and opinions.</p> <p>*Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> | <p>*They can talk about the things they enjoy, and are good at, and about the things they do not find easy.</p> <p>*They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>*Children know some ways to manage their feelings and are beginning to use these to maintain control.</p> <p>*They can listen to each other's suggestions and plan how to achieve an outcome without adult help</p> <p>*They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>*They understand what bullying is and that this is unacceptable behaviour.</p> <p>*They resolve minor disagreements through listening to each other to come up with a fair solution.</p> | <ul style="list-style-type: none"> ▪ Daily emotional register. ▪ Make choices within the areas. ▪ Managing competitive situations e.g. sports day, competitive games with PE sessions, end of term party. ▪ Reflection sheet for Reception for inappropriate behaviour at playtimes. ▪ Nursery playtimes with the rest of the school. ▪ Reception dropped off in the playground. ▪ End of N/R reflection time. ▪ A star and a wish self, peer and adult evaluations (AFL). ▪ Role-play and construction. ▪ P4C focus on morality, bullying, manners and respect. |
| | PD Physical Development | <ul style="list-style-type: none"> ▪ Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ▪ Holds pencil near point between first two fingers and thumb and uses it with good control <p>*Can copy some letters, e.g. letters from their name.</p> | <ul style="list-style-type: none"> ▪ Children can hop confidently and skip in time to music. ▪ They move confidently in a range of ways, safely negotiating space. ▪ They are beginning to be able to write on lines and control letter size. ▪ Children show good control and co-ordination in large and small movements | <ul style="list-style-type: none"> ▪ Sports Day ▪ Walks around local community. ▪ Traffic lights ▪ Hopping and skipping musical statues. ▪ Vehicle themed movement to music. ▪ Balance bikes ▪ Party games including moving in a range of ways. ▪ Climbing area in continuous provision. |
| | Communication and language | <ul style="list-style-type: none"> ▪ Is able to follow directions (if not intently focused on own choice of activity). ▪ Able to follow a story without pictures or prop ▪ Uses intonation, rhythm and phrasing to make the meaning clear to others. ▪ Beginning to understand 'why' and 'how' questions. ▪ Beginning to use more complex sentences to link thoughts (e.g. using and, because). | <ul style="list-style-type: none"> ▪ Children listen to instructions and follow them accurately asking for clarification if necessary. ▪ They listen attentively with sustained concentration to follow a story without pictures or props. ▪ They develop their own narratives and explanations by connecting ideas or events. ▪ They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. | <ul style="list-style-type: none"> ▪ Story cd for daily story time. ▪ Clear directions and instructions given by adults. ▪ 'Why' and 'how' focused questions. ▪ Talk for writing conjunction use and amended narrative retelling. ▪ Role-play trains, buses, cars to encourage imaginative role-play. |

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| Specific | Maths | <ul style="list-style-type: none"> ▪ . Uses shapes appropriately for tasks. ▪ Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall' ▪ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. | <ul style="list-style-type: none"> ▪ 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 explore characteristics of everyday objects and shapes and use mathematical language to describe them. ▪ Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. | <ul style="list-style-type: none"> ▪ 2-d and 3-d shape naming. ▪ What's in the picnic basket? (everyday 3-d shapes description). ▪ Shape focus within the continuous provision. ▪ Weighing, comparing and ordering fruits. ▪ Distance -measuring distance travelled by different vehicles down the ramps. ▪ Time-bus timetable ▪ Money-buying train tickets ▪ Capacity -comparing water bottles for a healthy lifestyle. |
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| Literacy | Literacy | <ul style="list-style-type: none"> ▪ Describes main story settings, events and principal characters. ▪ Suggests how the story might end. ▪ Beginning to be aware of the way stories are structured. ▪ Knows that print carries meaning and, in English, is read from left to right and top to bottom. ▪ Holds books the correct way up and turns pages. <p><u>40-60months</u></p> <ul style="list-style-type: none"> ▪ Hears and says the initial sound in words. | <ul style="list-style-type: none"> ▪ They use phonic knowledge to decode regular words and read them aloud accurately. ▪ They also read some common irregular words. ▪ Children read and understand simple sentences. ▪ They demonstrate understanding when talking with others about what they have read. ▪ They can describe the main events in the simple stories they have read. | <ul style="list-style-type: none"> ▪ Phonics 4 times a week ▪ Guided reading on Fridays (understanding focus). ▪ Daily reading before lunch (Reception) ▪ All ch to have a reading book beginning with picture books progressing through book bands. ▪ Tricky word bookmarks, mats and wall. ▪ 5 times a week reading targets. ▪ Questioning after listening to the daily story cd. ▪ Talk 4 writing |
| | Expressive Arts and Design | <ul style="list-style-type: none"> ▪ Sings a few familiar songs. ▪ Imitates movement in response to music. ▪ Beginning to move rhythmically <ul style="list-style-type: none"> ▪ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. ▪ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ▪ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p><u>40-60+months</u></p> <ul style="list-style-type: none"> ▪ Begins to build a repertoire of songs and dances. | <p>*Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>*They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>*They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> | <ul style="list-style-type: none"> ▪ Father's Day Cards ▪ Junk modelling vehicles ▪ Sing transport themed nursery rhymes e.g. Row, row ... ▪ Change words to transport songs such as 'The Wheels on the Bus'. ▪ Moving to music in PE. ▪ Constructing vehicles such as trains. ▪ Drawing vehicles. ▪ Creative, painting, instrument areas in the continuous provision. |

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| <h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</h2> | <ul style="list-style-type: none"> • Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. • Recognises and describes special times or events for family or friend • Developing an understanding of growth, decay and changes over time. • Looks closely at similarities, differences, patterns and change. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Interacts with age-appropriate computer software | <ul style="list-style-type: none"> • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. • Children know that the environment and living things are influenced by human activity. • They can describe some actions which people in their own community do that help to maintain the area they live in. • They know the properties of some materials and can suggest some of the purposes they are used for. • They are familiar with basic scientific concepts such as floating, sinking, experimentation. • They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train | <p>*RE - How can we look after the world?</p> <p>*Eid al-Fitr</p> <p>*Re-cycling and material use</p> <p>*Walk to park, to farm, to village green for sports day.</p> <p>*Travel agents role-play area</p> <p>*World Map -locating places we have visited or going to visit.</p> <p>*Father's Day</p> <p>*P4C focuses on respect, differences and uniqueness.</p> <p>*Past and present reflection as children look through their learning journey and talk about their physical c and self-portraits, changes and progress.</p> <p>*Floating and sinking ships experiment and car ramps distance travelled investigation.</p> <p>*Cd player use in CP.</p> <p>*Computer use encouraged for home learning on given websites.</p> |
| <p>Collective Worship Theme</p> <p>Computing/ online Safety theme</p> | <h2 style="text-align: center;">Thankfulness</h2> <p>I Am Safe and Secure I use a log in to access devices I see information that is put online about me I use devices with other people, talking about what we do I am careful with technology devices Children select and use technology for purposes.</p> | <p>Thankfulness Worship Planning Thankfulness for Father's (share on Father's Day cards)</p> <p>Log in to laptops Discuss and share Tapestry posts Using iPad Apps to share their learning Cameras/i-pads to video learning</p> | |