

### **Physical Development**

#### Moving and Handling :

- \* Loose parts play
- \* Parachute games
- \* Large movements outdoors—paintbrushes on floor, large chalk
- \* PE focus— Olympic style games

#### Health and Self care :

- \* Recognising how we use materials and resources safely
- \* Explore how we keep our bodies healthy

### **Personal, Social and Emotional Development**

#### Making Relationships:

- \* Develop our ability to listen to others and their ideas
- \* Positive interactions with others in play

#### Self confidence and self awareness :

- \* Talk about plans for activities and investigations
- \* Talk about things we find hard or dislike
- \* Talk about going to Year 1

#### Managing feelings and behaviour :

- \* Discuss how Bog baby felt leaving the pond—what should the girls do?
- \* How would you feel, behave?
- \* Transition to Year 1

### **Communication and Language**

#### Listening and attention :

- \* Listen to range of stories and non-fiction texts about minibests, local area, when I grow up....
- \* Listen to others—adults and friends
- \* Listen to class visitor, Angie

#### Understanding :

- \* Order stories and answer questions 'how' or 'why' linked to the story
- \* Follow instructions and expectations—playing board games

#### Speaking :

- \* Making plans about activities, investigations
- \* Playing board games with friends—taking turns

### **Literacy**

#### Reading—

Individual reading with adult RWI

#### Shared texts—

##### Books—

- \* Bog Baby
- \* Norman the slug with a silly shell
- \* Bad tempered ladybird
- \* When I grow up
- \* All the places you will go

#### Writing—

- \* Caption and sentence writing daily
- \* Menu for Bog Baby
- \* Instructions
- \* Simple maps—labelling

## Theme 'One Step Beyond...' Summer Term 2



### **Maths**

#### Numbers :

- \* Daily maths—lunch numbers, line counting
- \* Counting and comparing a variety of resources
- \* Number recognition—0-10, 0-20 if appropriate
- \* Ordering numbers 1-20
- \* Counting forwards and backwards to 10/20 through song and rhymes
- \* Sharing and halving objects and numbers

#### Shape, Space and Measures :

- \* Sharing and halving objects and numbers
- \* Recap on naming 3D shapes—can we make a models?  
Can we describe the shapes?
- \* Time
- \* Money

### **Characteristics of effective learning**

#### Playing and exploring

- \* Showing curiosity with new objects, textures
- \* PDR sessions - enabling chn to initiate their own play and interests

#### Active Learning

- \* Famous artist focus - paying attention to details
- \* New outdoor provision—learning about new equipment

#### Creating and Thinking Critically

- \* Investigate materials by testing ideas, theories and predictions
- \* Outdoor provision

### **Understanding of the World**

#### People and communities :

- \* Identify differences between people, friend, characters
- \* Pedestrian training—people who help us

#### The World :

- \* Seasonal changes—observe and discuss changes (summer)
- \* Construction equipment
- \* Minibeasts—where do they live, habitats—Meet Animals from Animal Antics
- \* Create a simple map of our outdoor area

#### Technology :

- \* Interactive screen—various click and drag games
- \* Use google for information finding
- \* Photocopier—uses in school
- \* Coding mice—using simple maps

### **Expressive Arts and Design**

#### Exploring and using media and materials:

- \* Clay—make own minibeast
- \* Explore artist Matisse—The Snail
- \* Create own picture of 'The Snail'
- \* Paint, draw, sketch favourite animal

#### Being imaginative :

- \* Role play—retell story using puppets
- \* Loose parts provision—what have you made?  
Can you write your name?
- \* Local area pictures on wooden blocks—can you create a town?

We will learning about minibeasts and their habitats, We will be making our own homes for different minibeasts.



**Minibeasts** are 'small creatures', like worms, snails, insects and spiders

Challenge  
Can you see any animals and minibeasts on your way to school?

We will be meeting and learning about Angie's Animals.



Reception—  
One Step Beyond...

We will be thinking about moving to Year One and meeting our new teacher.



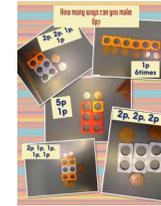
We will learn where our new classroom is and where the toilets are.

We will exploring simple maps and our local area.



We will take part in pedestrian training to help us stay safe.

We will recapping money and time.



Challenge  
Find out what time you go to bed and wake up for school.

A map is a picture of a place usually drawn from above

"Think, Stop, Look, Listen"

We will draw our own maps of our outside area.

