

Personal, Social & Emotional Development

- Remember the rules and show an understanding of why they are important
- Engage effectively in the learning environment and use resources with some purpose
- Develop sense of responsibility and membership of community
- Continue to develop confident relationships with adults and children within Apple Class and new starters to begin building confident relationships
- Play with one or more children, extending and elaborating play ideas (**particularly with small world play**)
- Begin to solve simple conflicts within Apple Class
- Express feelings in response to spontaneous situations and when talking in groups about feelings in relation to stories and scenarios (refer to PSED skill development)
- Begin to show empathy to others
- Show some confidence in new situations
- Continue to develop personal care skills at an appropriate level
- Make healthy choices in Apple Class

Ideas for interactions, activities and continuous provision

Stopping and listening when requested to do so, joining in with tidying up, not running inside Apple Class, having kind hands and kind words towards others.

Look after our caterpillars, visiting lambs and growing seeds/plants ensuring that they have what they need. Selecting resources with some independence and purpose, **with particular focus on those who are struggling to interact purposefully with the environment and its resources.**

Instigate discussions about healthy eating and dental care during snack time and discuss healthy eating choices when planting fruits/veg in Apple Class garden.

Child-Led Topics and Activities

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children. Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated learning.

Communication & Language

- Listen to topic related stories and core books and recall details
- Develop and use a wide range of vocabulary (see key vocabulary)
- Begin to answer 'why' questions relating to stories read and as part of interactive play
- Focus on two step questions and instructions based in adult activities and classroom routines
- Learn topic related songs and follow a steady beat
- Begin to tell own stories
- Continue to express own point of view and enter into debate
- Begin to speak with animation when talking about things that interest them
- Use sentences of increasing length – up to 6 words
- Initiate and/or continue conversations to instigate and continue play
- Use talk to develop play scenarios (**continue to focus on small world play and outdoor role play to make further progress**)
- Continue to develop effective communication (irregular verbs and plurals) (multisyllabic words)

Ideas for interactions, activities and continuous provision

Retell core stories for this half term in pictures, in small world play and in simple discussion. **For those children who are not at age related expectations, provide regular opportunities to do this with an adult.**

Answer why questions related to The Hungry Caterpillar and The Very Lazy Ladybird

Develop own stories based around The Very Hungry Caterpillar, The Very Lazy Ladybird and Superworm – through pictures, small world play and simple discussion

Regular opportunities to talk about our growing garden – what will we see next? What has changed? What will you enjoy eating?

Sustained shared thinking opportunities: Does a caterpillar know it is going to become a butterfly? Where will our butterflies go... what will they do?

Magic seeds left in Apple Class... what will they grow into?

Apple Class Spring into Summer! Summer 1 2022

Outdoor learning opportunities
Sustained shared thinking/enquiry questions
Cohort specific needs identified with ongoing assessment

Physical Development

Gross Motor

- At own level of development, have some independence in getting dressed/undressed for outdoors/home
- Show some control when riding bikes and scooters
- Show some control when throwing and catching balls
- Negotiate simple climbing equipment with some control
- Practise hopping, skipping, jumping and standing on one leg in a range of play situations
- Remember and repeat patterns of movements to music
- Collaborate with others to manage large items (eg moving blocks, tyres etc)
- Plan and carry out physical movements in the outdoor environment

Fine Motor

- Use one handed tools and equipment with staff using fine motor skill development document to extend individual skills
- Make snips with scissors
- Make effective marks with pens and pencils and have a comfortable pencil grip
- Begin to show preference for a dominant hand

Ideas for interactions, activities and continuous provision

Allow opportunities for independence when getting ready for the outdoors and home and offer advice and top tips to children rather than 'doing it for them'

Daily outdoor play with bikes, scooters, balls, use of adventure playground. Bike gym – go and stop on command, negotiate obstacles by going in and out of cones etc.

Outdoor role play in mud kitchen and with planks, crates, shoots, stands, bricks and mats to develop play scenes

Weekly Musical Apples sessions based around the The Very Hungry Caterpillar, The Butterfly Waltz by Brain Crain, Vivaldi's Spring

Opportunities for using scissors, pens, pencils, glue, sellotape and paintbrushes to make a range of creations, adult led and child initiated. Chn transferring to Rec to master tripod grid and effective scissor skills. **Those not meeting age related expectations to have regular adult support.**

Ensure plentiful craft resources in independent resource selection.

Encourage use of fork (and knife where able) at lunchtime

Provide pots, gardening tools, watering cans and compost, together with a range of seeds. Chn to plant the seeds, care for them and watch them as they grow.

Use magnifying glasses to allow chn to explore the changes more closely.

Key Vocabulary

Animals and their young: sheep and lamb, cow and calf, horse and foal, pig and piglet, duck and duckling, hen and chick, swan and cygnet, goose and gosling
Spring, grow, seed, bulb, roots, shoot bud, stem, flower, petals
Caterpillar, cocoon, change, egg, hatch, butterfly
Insect - worm, spider, ladybird, ant, millipede, centipede, butterfly, dragonfly, fly, bee, wasp
Capacity – full and empty

Literacy

- Enjoy core and topic related books (see list) and ask questions when listening to stories
- Engage in conversations about stories and extend vocabulary (see key vocabulary **and enquiry questions/sustained shared thinking opportunities**)
- Have favourite books and seek them out
- Know that the print in the book has meaning and allows the story teller to 'tell' and can be read from L to R, T to B
- Name the different parts of a book (title, blurb, illustrations, author)
- Join in collective clapping of syllables in words
- Spot rhymes (those able can suggest rhymes)
- Begin to discriminate words that do and don't have the same initial sound.
- Those who are able, begin to write letters relating to own name
- Use some knowledge of print and letters to engage with early writing, make marks and ascribe meaning to these
Write some letters correctly
- Read some environmental print

Ideas for interactions, activities and continuous provision

Daily story sessions with whole class and with small focus groups, encouraging chn to talk about stories, ask and answer questions
Small group rhyming games such as rhyming pairs
Games to encourage identification of initial sounds
Opportunities for children to 'write' relating to stimuli such as making plans for butterfly gardens, labelling garden area, minibeasts
Regular opportunities for children to recognise and write their own name with an adult.
Encouraging those who are able to write their name (or part of) with some independence, eg. Putting their name on their picture when it's complete.
Using key vocabulary in small world and role play situations (adult led and independent)

Expressive Arts and Designs

- Take part in simple pretend play, begin to develop narratives within own pretend games and explore a range of resources/materials to build own play scenes/settings
- Learn and sing songs relating to topics
- Pitch match in games
- Choose and use instruments to accompany songs and to create desired effects
- Choose and use a range of materials to make own play scenes, pictures and collages, joining with a range of materials
- Create closed shapes with continuous lines to represent objects and draw with increasing complexity and detail

Mathematics

- Recite numbers to 5 and beyond and show finger numbers to 5
- Subitise with quantities up to 5
- 1:1 correspond when counting sets up to 5 (beyond for those able)
- Begin to understand that the last number counted is the total (cardinal principle)
- Link numerals to amounts for example when making a set of pennies, counting seeds, plants in a row etc.
- Begin to experiment with own symbols and marks to record number
- Solve simple problems
- Compare quantities using more than, fewer than
- Recognise and talk about shapes (2D and 3D), use shapes for a purpose when building and combine shapes to make new ones
- Describe a simple route (linked to topic work) and use related vocab – in front of, behind
- Make comparisons in capacity
- Make patterns ABAB and spot errors and correct within these

Ideas for interactions, activities and continuous provision

Using magic seeds and beans for counting and subitising (saying the correct amount and showing on their fingers – if able to)
Using flowers to plant into correct numbered pots linking amount to numeral – counting out
Spring walk – using positional language to plan a route and to describe different locations of things that we see (the daffodil is in front of the tree)
Using a range of natural spring themed resources to make patterns (bulbs, flowers, leaves, feathers, buds)
Explore capacity - Fill pots with soil or water (for the flowers)(**full and empty**)
Build spring pictures, farms, insects with 2D and 3D shapes

Understanding the World

- Use the senses for hands on exploration of natural materials within Apple class garden and talk about what is observed
- Plant seeds and care for growing crops
- Understand the need to respect and care for living things
- Understand and explain the key features of life cycles
- Show an interest in occupations (farmer)
- Know that there are different countries in the world and talk about differences seen in photos

Ideas for interactions, activities and continuous provision

Explore a range of seeds, talking about size and shape. Plant and then care for a range of vegetables, flowering plants
Explore Spring flowers and their features - daffodils (begin to verbally label the flower – naming each of the parts using key vocab)
Explain the life cycle of a butterfly, aided by caterpillars to observe and care for in Apple class. Explain the life cycle of a sheep, and understand what a new born lamb needs to thrive, aided by lamb visitation to Apple Class.
Talk about the job of a farmer in spring and link to previous work discussed at harvest time.
Compare minibeasts from our country to those from the rain forest in South America
Spring treasures around school - How do we know it's spring? What can we find? Explore changes from winter to spring.

Ideas for interactions, activities and continuous provision

Small world and role play relating to The Hungry Caterpillar, The Very Lazy Ladybird, gardens and farms
Role Play – flower shop, flowers (artificial and real) pots, ribbon, photos of flowers and plant, till with role play money)
Sing a range of growing/minibeast related songs
Use percussion instruments to make own music
Make detailed drawings/paintings of butterflies, other minibeasts and Spring flowers (daffodils)
Explore colour mixing to create own butterflies/magical minibeasts
Inspired by nature – use natural spring loose parts and resources to make own creation
Make minibeast shelters, out of junk modelling and place outside. Where would be a suitable place for the minibeast shelter to go?
Explore textures of a range of spring themed materials (features, eggshells, blossom, lamb's wool, twigs, petal, leaves)

Related Stories and Songs

The Very Hungry Caterpillar
The very Lazy Ladybird
The Very Busy Spider
Superworm
The Tiny Seed
5 eggs and 5 eggs
Mary Had a Little Lamb
Spring!
5 Little Ducks Went
Swimming One Day