

Personal, Social & Emotional Development

- Remember the rules and show an understanding of why they are important
- Engage effectively in the learning environment by caring for resources and outdoor environment
- use resources with developing purpose
- Begin to solve simple conflicts independently
- Continue to show empathy to others
- **Speak confidently in front of the class group about what they have been learning and be able to reflect upon previous learning**
- Continue to develop personal care skills at an appropriate level
- Make healthy choices and understand why they are making these choices

Communication & Language

- Demonstrate good listening skills when listening to topic related stories and core books, recalling details
- Answer and construct how and why questions with increasing detail
- Learn topic related songs and rhymes
- Listens to and talks about
- Retell and act out focus stories, describing characters and think about how they are feeling, and describe the different settings
- Develop Critical thinking skills through sustained shared thinking and speculation
- **Articulate thoughts in well-formed sentences**
- Continue to acquire and use new vocabulary as it is introduced for example: take vocabulary learnt during whole class teaching into play scenarios

Physical Development

Gross Motor

- Work co-operatively in the garden using various different garden tools safely and with developing control
- Show some control when throwing and catching balls
- Negotiate simple climbing equipment confidently showing different ways of moving and landing
- Repeat patterns of music and movement with several steps and increasing complexity
- **Develop ideas and movements when creating role play scenarios and small world scenes outside and inside**
- **Further opportunities in the outdoor environment to develop shoulder muscles to develop control for fine motor muscles**

Fine Motor

- Use one handed tools and equipment
- Refine scissor control
- Begin to show preference for a dominant hand
- Show control when writing through correct letter orientation and letter size.
- **Further opportunities for focused Catch up fine motor tasks to develop tripod grasp and letter formation**

Ideas for interactions, activities and continuous provision

- Develop knowledge of Swansfield Parks 3 C'S (caring, curious and courageous) and apply these within their learning environment whilst following class rules and routines
- work cooperatively in the garden
- look after the learning environment and take on roles and responsibilities within the classroom (e.g. tidy monitors)
- Look after our caterpillars and growing seeds/plants/fruit/veg ensuring that they have what they need
- **Opportunities to reflect on past learning - look back at learning via ipads, floorbook and work books**
- Weekly Jigsaw sessions focusing on growing
- Instigate discussions about healthy eating and dental care during snack time and discuss healthy eating choices when planting fruits/veg

Ideas for interactions, activities and continuous provision

Children to listen to a range of stories and discuss what is happening and to act out different scenarios in character
Predict and give explanations about the stories that they are reading identify differences and similarities between stories they have read previously

Children to identify patterns – what happens to good and bad characters at the end of a story?

Develop own stories based around topic themes and child's own fascinations

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

Using the outdoors (and indoors) to develop own narratives using props from our key stories

Sustained shared thinking opportunities: Does a tadpole know it is going to become a frog? Where will butterflies go... what will they do? Why does a caterpillar build a cocoon around itself?

Ideas for interactions, activities and continuous provision

Gross motor

Daily outdoor play with large loose parts allowing the children to engage in digging to develop muscle dexterity in the shoulders
Outdoor role play in mud kitchen and with planks, crates, shoots, stands, bricks and mats to develop play scenes

Fine motor

Allow opportunities for children to refine fine motor skills through weaving, sewing with large needles and smaller tools
Opportunities for using scissors, pens, pencils, glue, sellotape and paintbrushes to make a range of creations, adult led and child initiated
Rewards for the children who have joined the knife and fork gang at lunchtimes
Weekly handwriting whole class sessions and daily handwriting practise during RWINc

Enrichment

Classroom caterpillars
Lamb visit
Baby photos
Planting opportunities
Vegetable tasting
Anti-bullying Day 4.5.22
Alnwick in Bloom competition to celebrate the Queen's Jubilee

Plum Class Summer 1 2022

Lifecycles

Growing

Minibeasts

Outdoor learning opportunities

Sustained shared thinking/enquiry questions

Cohort specific needs identified with ongoing assessment

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.

Key Vocabulary

Frogs- frogspawn, tadpoles, froglet, frog, lifecycle, baby, toddler, child, teenager, adult, elderly, Butterfly- Caterpillar, chrysalis, cocoon, metamorphosis, nectar, symmetrical, bouquet, wings, legs, antennae
Sow, plant, nurture, soil, oxygen, sunlight, nutrients, healthy, roots, shoots, germination, harvest, seeds, bulbs, steam engines, tractors, horse drawn plough, rake
Classify, sort, habitat, wings, legs, thorax, abdomen, shell, spider, ladybird, centipede, snail, invertebrate, vertebrate, pollinate, food chain, predators, camouflage,
Monarchy, Queen, Jubilee, Buckingham Palace, Royal, Platinum

Literacy

- Develop independence reading simple phrases and sentences
- Read and write some common exception words in line with RWInc phonic programme
- Engage in conversations about stories and extend vocabulary
- **Continue to develop understanding of the past through settings, characters and events encountered in books**
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- **Know letter names and link these with letter sounds**
- Use set 1 and begin to use set 2 sounds(when appropriate) confidently when reading and writing across the curriculum
- **Re-read what they have written to check that it makes sense focusing on finger spaces**
- Utilise the writing criteria heart to ensure that they are using a capital letter and full stop in their writing

Ideas for interactions, activities and continuous provision

Daily RWInc sessions to build confidence with decoding and segmenting words according to the children's level

Using key vocabulary in small world and role play situations (adult led and independent)

Encourage use of **imaginative, descriptive and ambitious vocabulary and story re-tell**

Daily story sessions with whole class, encouraging children to talk about stories, looking at similarities and differences in what can be seen and comparing with our present

Write captions, labels, invitations, recipes etc in response to children's interests or topic led themes

Alphabet matching games

Use of the writing area to encourage writing for a purpose

Write a butterfly fact file using the set 1 and set 2 sounds we know

Mathematics WhiteRose Maths:

To 20 and beyond

- Verbally count beyond 20 recognising the pattern of the counting system
- Building numbers beyond 10 with concrete manipulatives
- Spatial reasoning: matching, rotating and manipulating shapes

First, then, now

Adding more

Taking away

Spatial reasoning: composing and decomposing shapes

Ideas for interactions, activities and continuous provision

Daily White Rose maths and Mastering number sessions made up of whole class, group work and provision based activities

Tens frames, five frames, counters, numicon, number tracks, dice and teen number pictorals readily available for children to access

Daily counting and number bonds to 5 starter sessions to ensure automatic recall

Provide opportunities indoor and out for ordering numbers to 20 and matching with different representations

Strengthen understanding of number bonds within 10 in the outdoor environment with natural resources

Using the language of estimation to work out if a number/amount is more than or less than

Solve 1 step problems with + and – including missing number problems (HA)

Matching and reconfiguring shapes, models and tangrams through adult led and child led activities

Understanding the World

- Plant seeds and care for growing crops and produce, monitoring the changes they can see
- Understand the need to respect and care for living things
- Understand and explain the key features of life cycles
- Begin to talk about the roles people play in society including the monarchy
- Talk confidently about members of their own family using key vocabulary and about other families who are familiar to them
- Know that there are different countries in the world and talk about differences seen in photos

Ideas for interactions, activities and continuous provision

Create a Seed investigation area with magnifying glasses and opportunities for the children to explore and write what they see.

Plant various food types to grow, talking about which foods are good for us and grow them in Plum Class garden providing the children with opportunities to try some different produce

Explore life cycles and the differences across various species starting with the life cycle of the frog looking carefully at the frogspawn in the school

Explain and label the life cycle of a butterfly, aided by caterpillars to observe and care for in Plum Class.

Provide opportunities for the children to consider the growth and lifecycle of humans and discuss the changes the children have already been through from being babies to now (photos of children) with reference to their family members (siblings, parents)

Talk about the job of a farmer when growing food and look at the machinery used in the growing process in the past compared to now
Compare Minibeasts from our country to those from tropical regions
Sort and classify Minibeasts according to a criteria key

Class Theme Related Literature

(Including but not limited to)

The tadpoles Promise

The Butterfly Bouquet

How does Your Garden Grow?

Supertato

Oliver's fruit Salad

What the Ladybird Heard

Jack and the beanstalk

Oliver's Vegetables

Aaaaarh spider!

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 melodically related to topics as part of the whole class or in group tasks and responding imaginatively to artworks and objects
- Show some control when playing percussion instruments playing eg playing loudly or quietly, quickly or slowly
- Use drawing skills to tell a story, experimenting with lines of different shape and thickness using pencils
- Continue to work on lightening or darkening colours and selecting either warm or cold colours for a purpose
- Choose and use a range of materials to make own play scenes, pictures and collages, joining with a range of materials

Ideas for interactions, activities and Continuous provision

Small world and role-play relating to, gardens and minibeasts

Sing a range of growing/minibeast related songs

Use percussion instruments to make own music both during whole class and free activities to perform

Weekly Musical sessions following the Charranga music scene to develop appreciation of music and understanding of rhythm patterns and pitch

Make detailed drawings of minibeasts/plants/ grown food produce

Explore colour mixing to create own butterflies exploring symmetrical patterns

Alnwick in Bloom competition- focus on garden for the Queen- looking at real palace garden pictures and observe features

Junk modelling minibeasts/ minibeast habitats/play settings