

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
Show resilience and perseverance in the face of challenge.
Continue to develop personal care skills at an appropriate level
Make healthy choices and understand why they are making these choices

Ideas for interactions, activities and continuous provision

Talk about transition and preparing for September.
Talking about what we can do now that we couldn't do at the beginning of reception.
Reflecting on own and other's work with positive comments and 'wishes'(ideas for improvement).
Continue to 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
Look after our 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 Changing Me
Instigate discussions about healthy eating and dental care during snack time and discuss healthy eating choices
Talk about and practice staying safe in the sun

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.

Enrichment

Teddy bear adventures- C&L opportunity
Planting opportunities- Northumberland in Bloom
Vegetable tasting
Sports Day

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
Listen to 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

Ideas for interactions, activities and continuous provision

Children to take home a teddy bear for a "Summer adventure" - children can then tell others during carpet discussion about what they got up to at home- focus on children to confidently articulate their ideas and be able to listen to and ask questions of others
Share stories about holidays and summer time
Discuss and compare what seaside trips/holidays looked like in the past to now
Talk about own experiences- holidays/animals we have seen/our year in reception.
Speaking in the past tense about what we have achieved this year.
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- opportunities for helicopter stories
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:
P4C- Is a seaside trip in the past better than a trip now? Why?
P4C – what you would need to take on a jungle and seaside adventure?

Plum Class Summer 2 2022

The human body and keeping fit and healthy
A seaside adventure
Down in the jungle
Outdoor learning opportunities
Sustained shared thinking/enquiry questions
Cohort specific needs identified with ongoing assessment

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

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- e.g. Create a jungle themed camp using large equipment.
P.E – Moving like jungle and seaside animals/mammals and over/under obstacles using outdoor equipment- crawling like a crab, flying like a seagull.
Create an end of reception assault course.
Sports Day

Fine motor

Encourage correct pencil grip and letter formation - how would we teach this to the new reception starters?
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
Those not meeting age related expectations to have regular adult intervention catch up sessions/handwriting sessions

Key Vocabulary

Pier, Punch and Judy, donkey ride, beach hut, bathing costume, arcade, lifeguard, deckchair, postcard
Cavity, sugar, salt, protect, balance, exercise, muscles, bones
Canopy, forest, vine, camouflage

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 set 2 sounds 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)
Through the use of loose parts, 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
Creating captions, labels, invitations, recipes etc in response to topic based stories
Hearing and writing rhyming words in Rumble in the Jungle and write a description about their favourite animal in the story.
Produce 'my favourite memories of this year' and present it.
Create a postcard Winnie the Witch might send to one of her friends.

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

Mathematics WhiteRose Maths:

To 20 and beyond –Consolidate*

First, then, now

Adding more
Taking away
Spatial reasoning: composing and decomposing shapes

Finding my pattern

Doubling
Sharing and grouping
Even and Odd Numbers
Spatial reasoning: positional language, constructing, matching and creating models using shapes
On the move
Patterns and relationships

Ideas for interactions, activities and continuous provision

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 pictorials readily available for children to access

Daily counting and number bonds to 10 starter sessions to ensure automatic recall

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

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
Matching and reconfiguring shapes, models and tangrams through adult led and child led activities
Use the pair wise pattern on tens frames to support understanding of doubling
Opportunities for children to practice sharing and grouping- e.g. at snack time- sharing out snack equally
Opportunities for children to explore the concept of odd and even numbers.
Use the pair wise patterns on tens frames to show this.
Create repeating patterns using animal skins utilising the ABA, ABBA and ABC sequences

Ideas for interactions, activities and Continuous provision

Small world and role-play relating to ice cream shop, travel agents, safari adventure
Sing a range of summer, seaside and jungle related songs
Weekly Musical sessions following the Charranga music scene to develop appreciation of music and understanding of rhythm patterns and pitch
Listen to recorded sounds of the seaside and Debussy's La Mer and produce own seaside music inspired by these.
Listen to and make jungle sounds using instruments and record this
With stimulus of calm and stormy seas, create a 3d seaside picture/mobile using media found on the beach – shells, sand, driftwood etc.
Make detailed drawings of seaside animals/jungle animals/plants/ gown food produce
Explore and revisit colour mixing to create own seaside/jungle paintings
Talk about camouflage and why it is used by animals- set up our own campsite using our own camouflage
Produce jungle binoculars to observe jungle animals.
Build our own ice cream shop
Create own seaside expressive dancing to imitate what is happening in the music; La Mer.

Understanding the World

Care for growing crops and produce, monitoring the changes they can see
Understand the need to respect and care for living things
Comment on images of familiar situations in the past.
Describe what they see, hear and feel whilst outside.
Understand the effect of changing seasons on the natural world around them

Ideas for interactions, activities and continuous provision

Continue to care for produce planted in plum class garden- ready for Northumberland in Bloom competition

Discuss, talk about and compare the similarities and differences of a seaside holiday from the past to now and talk about differences seen in photos
Watch videos and look at images of trips to the Seaside (in the past) and think about what people would see, hear and feel. Compare this to a trip to the seaside now
Observe changes to season (warmer weather) and think about how to dress appropriately and how to stay safe in the sun
Different weathers around the world – (Jungle and seaside climate)
Research using Ipad, the different animals that you might find in the jungle or what people wore to the seaside in the past - write facts about these
Compare the environment of the jungle and the seaside and think about what you would need to take on a jungle adventure vs a seaside adventure
Researching habitats for animals - Explain that jungle animals need a home and that the children can create a suitable environment for them using the items provided. Talk about the sort of home that each animal would need e.g. a cave for a gorilla, a pool for an alligator, shade for the lions
Investigation- which material would be best for a swimsuit? Which materials would be best to make a boat that can float?

Class Theme Related Literature

(Including but not limited to)
Seaside Holidays Now and Then
by Claire Hibbert
Winnie the witch at the seaside by Valerie Thomas and Korky Paul
Topsy and Tim at the Seaside by Jean and Gareth Adamson
Lucy and Tom at the seaside by Shirley Hughes