

Personal, Social & Emotional Development

- Continue to show confidence in social situations within the classroom and the school community
- Recognise that they belong to different communities and social groups and demonstrates respect towards others
- Show confidence when selecting and using activities and resources to achieve a goal, demonstrating perseverance-adapting and refining ideas**
- Beginning to describe their own competencies: what they can do well and what they are getting better at
- Talk about their own, and others' feelings, behaviour, and its consequences, beginning to offer empathy and comfort
- Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise
- Proactively manage their own personal hygiene and demonstrate an ability to care for things in their environment

Ideas for interactions, activities and provision

- Engaging with a variety of adults/children through assemblies classroom visitors etc
- Discussing the communities around us including our local community building our sense of belonging
- praise and reward perseverance, highlighting when children have achieved/worked towards a goal**
- Target children struggling through facilitated play**
- Opportunities for children to revisit learning/work – construction/creative storage areas**
- Opportunities to reflect on past learning - look back at learning via ipads, floorbook and work books**
- Sharing time built into the day and through learning lookbacks (blog, Apple TV)
- Weekly Jigsaw sessions focusing on relationships
- Following Swansfield Parks 3 C'S (caring, curious and courageous) and apply these through the reward systems
- work cooperatively in the garden planting, digging etc
- Take on roles and responsibilities within the classroom (e.g. tidy monitors, garden monitors)
- Look after our caterpillars and growing seeds/plants/fruit/veg

Enrichment

Minibeast hunt
Classroom caterpillars
Lamb visit
Beekeeper Visit
Coronation celebrations
Planting opportunities
Vegetable tasting
Alnwick in Bloom competition

Communication & Language

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, demonstrating an ability to follow instructions involving several ideas or actions
- Actively listen to topic related stories and core books and recall with increasing details
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Articulate thoughts in well-formed sentences beginning to use a larger range of connectives and correct tenses (when modelled)
- Understand questions such as who, what, where, why, when and how
- Begin to construct own how and why questions**
- Learn topic related songs and rhymes
- Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Use key language from our key texts to imagine and recreate roles in their play and in conversations with others. E.G., Supertato
- Develop Critical thinking skills through sustained shared thinking

Ideas for interactions, activities and continuous provision

- Children able to listen attentively to stories and instructions, discussing the main events from the beginning, middle and end
- Follow instructions to make scones and sandwiches for the Coronation party
- Children to identify patterns – what happens to good and bad characters at the end of a story?
- Regular opportunities to talk about our growing garden – what will we see next? How will this happen? What has changed? Why?**
- Predict and give explanations about the stories that they are reading identify differences and similarities between stories they have read previously**
- Retell our topic stories with focus on story language and key vocabulary
- Using the outdoors (and indoors) to develop own narratives using props from our key stories/non-fiction learnt information**
- Sustained shared thinking opportunities: Would you rather be a plant or a flower? What would be better: having a shell or wings? Why?**

Pear Class Summer 1 2023

Growing in Our Garden
Minibeasts and Their Habitat
Coronation Celebrations
Outdoor learning opportunities
Sustained shared thinking/enquiry questions
Cohort specific needs identified with ongoing assessment

Key Vocabulary

Growing: Sow, plant, nurture, soil, oxygen, seedling, sunflower, wilt, lifecycle (prior learning recap: seed, root, shoot, stems, leaves, bud, flowers)
Coronation Celebrations: Monarchy, Queen, King, Coronation, palace
Mini beasts : Sort, invertebrate, habitat, camouflage, thorax , abdomen, antennae, insect, arachnid, pollen, hive,
(Prior learning recap: wings, legs, butterfly- egg, caterpillar, hatch, cocoon, change)

Physical Development

Gross Motor

- Develop spatial awareness to safely navigate space and equipment
- Work co-operatively in the garden using various different garden tools safely and with developing control
- Progress towards a more fluent style of moving, with developing control and grace
- Repeat patterns of music and movement with several steps and increasing complexity
- Continue to practise hopping, skipping, jumping, throwing and catching**
- Further opportunities in the outdoor environment to develop shoulder muscles to develop control for fine motor muscles**
- Develop the overall body strength, co-ordination, balance and agility
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Fine Motor

- Use one handed tools and equipment (Refine scissor control, using a knife to chop and spread)
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Show preference for a dominant hand and **continue to use effective tripod pencil grip** to form letters which are formed well
- Show control when writing through correct letter orientation and letter size**

Ideas for interactions, activities and continuous provision

Gross motor

Dance and movement focus in teacher led sessions which will encourage/develop large movements

Daily outdoor play with large loose parts and allowing the children to engage in digging to develop muscle strength and dexterity in the shoulders.

Outdoor role-play in the mud kitchen, garden centre and construction area with planks, crates, shoots, stands, bricks and mats to develop play scenes.

Children will access the adventure playground where they will climb, balance, negotiate space and develop core strength

Fine motor

Allow opportunities for children to refine fine motor skills through use of smaller tools (pipettes, tweezers etc)
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

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.

Literacy

Word reading and writing

- Develop independence reading simple cvc words with confidence and fluency (group a,b,c)
- Begin to understand the function of some punctuation such as question marks, exclamation marks and full stops
- Read and write some common exception words in line with RWInc phonic programme (ditty, red, green group)
- Begin to know letter names and link these with letter sounds
- Use set 1 (all) and begin to use set 2 sounds (green group) 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 remembering to use a capital letter and full stop in their writing

Comprehension

- Engage in conversations about stories and extend vocabulary through comprehension discussions and activities
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate**

Ideas for interactions, activities and continuous provision

Word reading and writing

- 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 (in supported facilitated play)
- Creating captions, labels, invitations, recipes etc in response to topic based stories/ child initiated fascinations
- Alphabet matching games
- Use classroom provision to mark make and write using a range of resources
- Encourage children to self- edit, reflect and amend writing in RWI and during child initiated activities**

Children will enjoy daily story sessions, reading non- fiction and fiction stories

Comprehension

Daily story sessions with whole class, encouraging children to talk about stories, looking at the structure and events

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

Mathematics

WhiteRose Maths:

Building 9 & 10

Continuing to count forwards and backwards to 10, build, represent and compare numbers within 10 and understand composition of all numbers within 10

Number bonds to 10

3D Shapes

Spacial awareness

Patterns

Building to 20

Build numbers beyond 10

Count patterns beyond 10

Ideas for interactions, activities and continuous provision

- Opportunities to use tens frames and loose parts to build, represent and compare numbers within 10.
- Use real objects and other manipulatives such as numicon, fingers and bead strings to explore number bonds to 10.
- Explore 3D shapes, be introduced to the names and look closely at similarities and differences Children will consider which shapes stack and roll and why that is
- Create more complex repeating patterns for example ABB,AAB,AABB,AABB.
- Opportunities to use a wide range of resources to help build numbers beyond 10. They will begin to recognise that larger numbers are made up of full 10's and part of the next 10
- Practise counting forwards and backwards beyond 10 from different starting points using visual representations

Understanding the World

- Understand the effect of changing seasons on the natural world around them
- 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 (butterflies, plants)
- Sort a variety of objects or living things into two groups from own criteria. For example, wings/no wings, leg/no legs**
- Begin to make comparisons between different local habitats (with focus on garden)
- Begin to talk about the roles people play in society including the monarchy (links to Kings coronation)
- Recognise that people have different beliefs and celebrate special times in different ways.
- Begin to learn about other faiths through stories
- To continue to find out about what it means to be Christian and to begin to learn about the Jewish and Muslim faiths
- Talk about members of their immediate family- with links to Jigsaw sessions

Ideas for interactions, activities and continuous provision

- Create a Seed investigation area encouraging the children to explore, write and draw what they see/notice
- Plant flowers, seeds, vegetables and fruit and observe changes regularly providing the children with opportunities to try produce**
- Recap the stages of each part of a plant- seed, root, shoot, stem, bud, flower, leaf and record the life cycle of a sunflower.**
- Observe our classroom caterpillars using learnt vocabulary in different contexts**
- Investigate what a mini beast is and why they are important to have on our planet
- Visit from a beekeeper explaining how beehives operate and how bees are important in the growing process
- Explore the differences between insects and arachnids(spiders) and Classify and sort mini beasts according to different criteria (habitat, wings, legs etc.)**
- Explore the school grounds looking for areas that minibeasts may use as their habitat (record on IPADS)**
- Engage in celebrations around the coronation of the new king
- Looking at trees in our environment and talking about why it can be important to look after trees (Tree rubbings)
- Listening to and learning about the stories: The boy who cried wolf, Jonah and the Whale, The story of Hanukkah, Muhammad and the boy who threw stones at trees
- Making a Hanukkah Menora

Class Theme Related

Literature

- (Including but not limited to)
- Sam Plants a Sunflower
- Supertato
- Oliver's vegetables
- The Very greedy Bee
- The Crunching Munching Caterpillar
- The Very Lazy Ladybird
- Aaaarrrghh Spider
- The King Who Wouldn't Sleep
- Non-Fiction books about growing and minibeasts

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 with the whole class or in group tasks
- Show some control when playing glockenspiels. Continue to recognise and talk about the different sounds that each note plays
- Talk with some confidence about the music they have heard**
- Independently/ collaboratively generate ideas for designs and choose a range of materials to make own play scenes, pictures and collages, joining with a range of materials
- Share their creation explaining the process they have used (with focus on vocabulary for their specific product/topic)
- Children can build on previous knowledge of lightening and darkening colours to enhance their chosen shade when painting

Ideas for interactions, activities and Continuous provision

- Small world and role-play relating to minibeasts plants and gardens
- Sing a range of growing related songs
- Weekly Musical sessions following the Charanga music scheme to develop appreciation of music and understanding of rhythm patterns and pitch**
- Make detailed drawings/sketches of plants, seeds, roots, mini beasts etc
- Produce a 3D representation of the life cycle of a sunflower
- With links to the Kings coronation, design and make crowns, palace construction, decorations for royal party
- Study the work of Vincent Van Gogh and his representations of sun flowers selecting colours to recreate these representations