

## Personal, Social and Emotional

### Education

Identifying and discussing own feelings and the feelings of others.

Working as part of a team (sharing their own ideas and plans in groups- exploration of team sports in PE lessons).

Coping with losing (explored through PE lessons).

Trying out new experiences.

Thinking about the rules and boundaries of school and thinking of the feelings of others.

Taking account of another person's ideas.

Asking if they can join others in their play.

Having patience and being able to wait for own turn.

Playing cooperatively without direct supervision.

## Communication and Language

Listening and responding to stories.

Turn taking in conversations.

Giving and responding to instructions.

Taking on a character in a role-play (e.g. green grocer and customer).

Thinking of and asking simple questions (including, 'how', 'why' and 'what if' questions).

Exploring the sounds and meanings of new words.

Listening to the ideas of others and thinking of their own ideas.

Sharing your ideas with others.

Use talk to develop own explanations.

## Physical Development

*Developing gross motor skills* -climbing frame, large balls, beanbags, hoops, large-scale mark-making (e.g. using chalks on playground). Use of bikes and scooters.

Ball skills (throwing, catching, rolling, kicking)- exploration during PE lessons.

Relay games in preparation for Sport's day next half term.

*Developing fine motor skills* - access to drawing, painting, writing and craft materials. Using scissors. Playing with e.g.

Lego, beads, puzzles. Finger gym group work.

'Dough disco' playdoh exercises.

*Health and self-care* -

Tasting different fruits and vegetables.

The importance of a balanced diet.

Observing the effect of exercise on our bodies.

Hygiene in relation to cooking.

## Literacy Development

### *Reading*

Continuation of Phonics Programme - *Letters and Sounds*.

Fostering a love of books. Story books (*Talk 4 Writing*) - 'The Very Hungry Caterpillar', 'Handa's Surprise', 'Rumble in the Jungle'

Non-fiction books about growing, plants, flowers, animals, fruits and vegetables.

Individual reading (both scheme and class library books):

Guided (group) reading.

### *Writing*

Writing our names. Writing letters of the alphabet in cursive script.

Developmental writing - e.g. shopping lists and receipts in green grocer role-play

Writing simple words and captions.

Progression to sentence writing.

# Growing!

## Early Years Foundation Stage

### Curriculum Overview

(First half of Summer Term 2017)



## Mathematical Development

### *Number* -

Reciting the number sequence to 20 and beyond.

Adding and subtracting objects from a group.

Using number lines to support counting on and back in addition and subtraction problems.

Doubling, halving and sharing.

### *Shape, Space and Measure* -

Handling, identifying and counting money (through role-play).

Number problems involving money (e.g. do I have enough money to buy 2 apples?).

Height and length.

Positional language and directions.

Language related to time (e.g. times of day, days of the week).

## Understanding the World

Using technology - class laptop for typing, interactive whiteboard, CD player, camera.

Using the paint programme on the laptop.

Bug hunts.

Tasting different fruits and vegetables.

Studying the parts of plants and how they grow.

Changes in the seasons.

Studying how people and animals change over time.

## Characteristics of Effective Learning

*We will be encouraging the children to:*

*Find out, explore and have a go at something new!*

*Be involved, concentrate and enjoy achieving.*

*Express their ideas and think creatively.*

## Expressive Arts and Design

Exploring different media and materials - e.g. cotton wool and model making.

Being imaginative - e.g. changing characters or settings in stories.

Role-play activities (green grocers).

Learning about rhythm and pitch and exploring how they can be changed with different instruments.

