











Area/Key Skills	End of Summer Term
<p><u>Personal, social and emotional development</u> BR - Building Relationships MS - Managing Self SR - Self-Regulation</p> 	<p>BR - To understand, through role modelling and guidance, how adults use their experiences to guide social interactions and relationships. (the adult as a co-creator of meaning, Thrive, Thinking) MS - To develop their sense of responsibility and membership of communities (family, school, class, peer group, locality, society etc.) (RE) SR - To learn that expectations of actions and behaviours differ in different events and social situations. (RE)</p>
<p>Popular Themes/Topics</p>	<p>Special Places (RE) Feelings</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Social stories - drama and role play to enact and re-enact different scenarios. Puppets etc. Lots of opportunity to solve problems and meet challenges added into provision.</p>
<p><u>Communication and Language</u> (Elklan) LA - Listening, Attention and Understanding S - Speaking</p> 	<p>LA - To listen to others in small and large groups, learning how to take turns and respond with comments and/or questions. LA - To learn and understand vocabulary linked to key concepts from all areas of learning e.g. prepositional language, comparison language etc. S - To use the language of story-telling to create or re-tell new and/or familiar stories. S - To use more complex sentences (4 to 6 words) with simple conjunctions (because, and etc.)</p>
<p>Popular Themes/Topics</p>	<p>Each term, re-visit the 10 core stories to familiarise and consolidate key language. After a holiday or break from school - talking about how their time away from school. Stories - creating narratives (character, setting plot etc. Tales Toolkit)</p>
<p>Core Books</p>	
<p>Key Experiences</p>	<p>Introduce the children to the basic concept of helicopter stories. Storymaps modelled to children and created alongside them using familiar stories.</p>
<p><u>Physical Development</u> GM - Gross Motor Skills FM - Fine Motor Skills</p> 	<p>GM - To learn basic ball skills - kicking, catching, throwing etc. GM - To name and identify different parts of the body. GM - To learn how to move in different ways, balancing, making body shapes, slithering, crawling, walking, jumping, hopping, sliding etc. FM - To develop an increasing range of shapes and patterns (circles, lines, zig-zags, waves etc.) progressing from shoulder to elbow, elbow to wrist pivot.</p>
<p>Popular themes/topics</p>	<p>Summer - sports day, more outdoors time - appropriate weather for games. Sporting events such as The Olympics, World Cup etc.</p>

	Collage and sculpture activities.
Core Books	
Useful Experiences	Open ended Materials for children to create their own balancing beams and obstacle courses to climb over, on, through etc. Finger gym and dough disco activities. Digging and mark making outdoors.
Literacy (L&S driver Autumn Term, RWI driver Spring and Summer) WR = Word reading C - Comprehension W - Writing 	WR - To hear and say the initial sounds in words. WR - To hear and say the sounds in words in the order they occur. (cvc, fred talk) WR - To begin to link some sounds to letter shapes. C - To engage in rhythmic and musical activities including action songs/rhymes, percussion instruments, beat and clapping. C - To begin to be aware how stories are structured and start to tell their own stories.
Popular themes/topics	Big books linked into a relevant theme/topic/season Rhymetime and Squiggle whilst you wiggle Story boxes - display the book and related small world and other materials to help children play with stories. Link to Physical Development Outdoors - opportunities to apply skills on a larger scale e.g. mud kitchen, brushing the playground, washing the windows, chalking the floor etc. Phase 1 Phonics games and activities
Core Books	
Useful Experiences	FSI build knowledge of oral discrimination of sounds, rhyme, rhythm and alliteration - progressing to introducing the RWI program in the summer term for children exiting in July. Opportunities to hear, identify and discriminate initial sounds - sound lotto, sorting and hunting games etc. Access to plentiful rhymes, poems and songs. Repeated experiences. Frequent reminders and prompts about the features of texts. Access to print in many forms in the environment, labels, notices, messages. Seeing adults as readers - thinking out loud to model reading processes. Role play and small world materials for children to re-tell, re-invent and re-enact stories. Visits to the theatre, visiting theatres, story-tellers, Sundown Adventure Land, the cinema etc. Experiences that bring stories to life. Adults scribing for the children - tell me about your picture? Can I add a label here? Etc. Opportunities for children to see purposeful writing for a wide range of contexts. Adults as role models - using writing and demonstrating in lots of different contexts and for different purposes e.g. messages to each other, signs and labels.
Mathematics N - Number P - Pattern 	N - To know that each counting number is one more than the one before. N - To separate a group of 3 or 4 objects, recognising that the total remains the same. P - To continue or copy a pattern and then spot an error (AB 2 step) (numbers, letters, sounds, objects, dance and movements) P - To begin to describe a sequence of events using words such as first, next, then
Popular themes/topics	Whole class counting times e.g. lining up, registration etc. Numberblocks Snack time/party time - sharing foods Our local area/Geography STEM challenges

	Treasure maps/pirates Autumn/Winter colours and patterns links
Core Books	
Useful Experiences	<p>Number and counting rhymes and songs. Counting objects, actions and sounds Pictures that show numbers represented in different ways and support subitising e.g. ten frames to indicate how many people can play here etc. Numberfun songs Problem solving and challenge tasks made available. Open-ended materials that enable children to use and apply their learning, post patterns and make connections. Resources that enable children to play and explore a range of shapes, sizes, capacities and measures within their play e.g. modular blocks, containers in the water etc. Concept Cat – used in FSI to teach the similarities and differences between key concepts e.g. long/not long, heavy/not heavy etc. Barrier games Access to maps, plans, globes, routes, Google Earth etc. Identifying familiar routes and landmarks. Visits around the local area to identify landmark features.</p>
<p><u>Understanding the world</u> PCC - People, Culture and Community PP -Past and Present NW - The Natural World</p> 	<p>PCC - To know that there are different places in the local area, the United Kingdom and across the World using stories, non-fiction books, photographs, technology, maps, globes and atlases. (GEOGRAPHY) PP - To find out about the things that make them unique and compare similarities and differences between themselves and others in relation to family and friends, interests and lifestyles. NW - To understand the need to respect and care for the natural environment and all living things. (SCIENCE) NW - To begin to understand the effect their behaviour can have on the environment. (SCIENCE) RE - Special Places</p>
Popular themes/topics	<p>Key events for certain religions and cultures e.g. Chinese New Year, Eid, other festivals etc. Special people/ Special times/Festivals The seasons Changes The environment</p>
Core Books	
Useful Experiences	<p>Visits and visitors that represent different cultures, communities or religions. Visual resources and artefacts to help children to experience different cultures and religions e.g. videos, photographs etc. Particularly of cultures that they may not experience within their locality. Helping children to be aware of global/worldwide events e.g. The Olympics. Visits to places of interest around the community e.g. local church, care home, supermarket etc. Visits to museums to see what life was like in the past e.g. Conisbrough Castle, Cannon Hall Museum etc Props and materials to enable children to explore and play with the experiences they are learning about e.g. people who help us, small world, role play etc. Outdoor classroom – experiences to observe and explore the natural environment. Trips and visits to garden centres, gardens, zoos, wildlife parks, farms etc. Recycling measures, and information about recycling. Opportunities to experience life cycles in action – chick hatching, butterflies, frogs etc. Opportunities to observe real animals – meet a creature, pet visits, farm animal visits, minibeast hotels etc. Planting and growing opportunities. Changing materials tasks such as baking, clay, gloop etc.</p>
<p><u>Expressive arts and design</u> CM - Creating with Materials</p>	<p>CM - To draw with increasing attention to detail and complexities e.g. a circle face with facial features etc. (ART) CM - To create imaginative and complex “small worlds” selecting and placing objects to represent different features. (DT) BIE - To create sounds, movement and drawings in response to music and stories. (MUSIC) BIE - To play instruments with increasing control and to express feelings and ideas. (MUSIC)</p>

<p>BIE - Being Imaginative and Expressive</p> 	
<p>Popular themes/topics</p>	<p>Drawing skills Imaginative play/small worlds Soundscapes - responding to music. Squiggle whilst you wiggle/writedance. Instruments</p>
<p>Core Books</p>	
<p>Useful Experiences</p>	<p>Adults modelling different techniques and making children aware of the various possibilities of different media Access to a range of materials and tools to enable children to explore and investigate them independently and discover possibilities. Opportunities to look back on previous work and learning to consider how they want to improve and reflect on how their skills have developed. Experience of theatres, concerts/performances and galleries. Access to and experience of musical instruments and sound makers. Songs linked to all areas of learning e.g. Numberfun, topics, interests, seasons etc Experience of dance and music - videos, visits, visitors etc. Large and small group music and movement activities e.g. rhymetime, GoNoodle, Early Years Emily etc. A performance area - dedicated to enable children to play, create and explore their own music and dances during their independent play e.g. outdoors stage. Opportunities to perform for others e.g. assemblies, concerts, online videos etc. Learn at least 10 traditional nursery rhyme by heart.</p>
<p>Popular Fascinations and Interests</p>	<p>Fairies, Transport (trains, diggers, fire engines etc), Dinosaurs, Sea Creatures, Disney, Construction (Duplo, K-Nex, Lego), Superheroes, People Who Help us, Hairdressers, Babies/dolls, Nature, Pirates.</p>