

Reception and nursery class

04.06.18 - 25.07.18

7 week term

IT

### Links with parents

- Reception assembly - date tbc
- Sports day - date tbc
- Transition events - date tbc

### Trips and events

- Foundation stage trip - venue and date tbc
- Transition days/welcome meetings

### List of stories

- Titch
- The tiny seed
- The hungry caterpillar
- The ugly duckling
- Charlie and Lola
- The little princess stories
- Non-fiction life cycle books

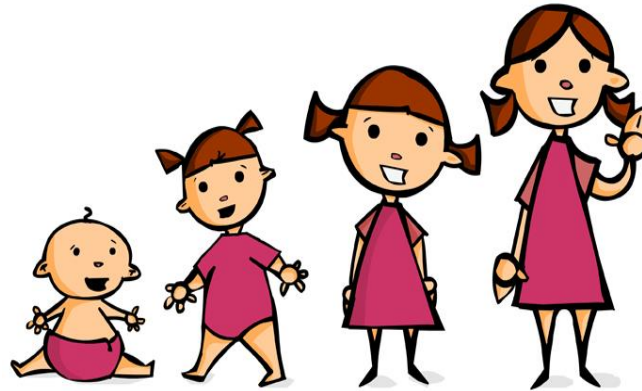
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- Emily Brown and the thing
- So much
- Here's a little poem
- A great big cuddle

# Growing and Changing

## Term 6

2017/18



At the end of this term;

- The children will feel ready to move on to the next stage in their life
- They will have an understanding of growth and change in term of all living things

**Children's interests and strengths are recorded through observations and are used to inform future topics.**

**Important dates:**

- Father's Day - 17<sup>th</sup> June
- Sports day - date tbc
- Take one object - date tbc
- End of year trip - venue and date tbc
- Transitions mornings

## Personal, social and emotional development

### Term 6

<b>Making relationships</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Explains own knowledge and understanding, and asks appropriate questions of others.	They take account of one another's ideas about how to organise their activity

<b>Self-confidence and self awareness</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Confident to talk to other children when playing, and will communicate freely about own home and community	Confident to speak to others about own needs, wants, interests and opinions	Children are confident to try new activities, and say why they like some activities more than others

<b>Managing feelings and behaviour</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	They adjust their behaviour to different situations, and take changes of routine in their stride

# Personal, social emotional development – Term 6

## Continuous provision and everyday practice

Continue with weekly circle times - providing opportunities for asking one another questions

Provide opportunities for children to play in small groups – responding and learning from one another

Supervise children’s play and model playing cooperatively

Supervise children in resolving their own conflicts

Continue to reinforce sharing; taking turns to use limited equipment e.g. bikes, computer etc.

Work in pairs and small groups at classroom activities

Encourage children to talk to adults and peers in pairs and small groups

Continue to encourage children to communicate needs

Join in discussions about stories and books that emphasise moral issues

Continue to work positively with parents –encourage to visit/share skills

Work towards independence during small tasks

Develop confidence in talking to other children and to adults

Talk about baby photos – how have we changed?

Discuss bullying - what do we do?

Children talk about what they like about school/nursery

## Communication and language

### Term 6

<b>Listening and attention</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Listens to others one to one or in small groups, when conversation interests them	Two channelled attention – can listen and do for short span	Children listen attentively in a range of situations

<b>Understanding</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Able to follow a story without pictures or props.	They answer 'how' and 'why' questions about their experiences and in response to stories or events.

<b>Speaking</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Uses talk to connect ideas, explain what is happening and anticipate what might happens next, recall and relive past experiences.	Links statements and sticks to a main theme or intention	Children express themselves effectively, showing awareness of listeners' needs.
			They develop their own narratives and explanations by connecting ideas or events.

# Communication and language – Term 6

## Continuous provision and everyday practice

Provide children with regular carpet sessions to help develop listening and attention skills

Ask children comprehension questions throughout adult led sessions to help improve listening and understanding

Encourage children to question instructions/games and activities

Encourage children to explain their own knowledge during discussions

Provide a variety of opportunities for sitting and listening i.e. to adults, to other children, to CDs etc.

Discussions about growing up – moving class

Transition sessions with year one and reception

Focus on how and why we grow older

Discussion about moving on – we cannot stay the same

Talk buddies in reception - practice for year 1

Learning from year one children – listening

Physical development  
Term 6 - Apparatus

<b>Moving and handling</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	Uses simple tools to effect changes to materials	They handle equipment and tools effectively, including pencils for writing.

<b>Health and self-care</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40 -60 months</b>	<b>ELG</b>
	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe

# Physical development – Term 6

## Continuous provision and everyday practice

Weekly P.E sessions – athletics

Running races

Balancing

Reinforce the importance of keeping healthy – exercise

Use of IT in P.E (i.e. pedometers and timers)

Encourage independence in all areas of PD including; dressing themselves

Staying safe in the sun – why we apply suntan lotion

Writing on lines and controlling letter size

Lunches – making good choices for lunch

Promote fine motor control, hand/eye coordination by using threading, providing jigsaws, sewing, small construction, cutting and chopping

Make collages/models using scissors, glue, tape, paper, junk

Children to explore sensory tables to aid fine motor skills i.e. cornflour, sand, wet paint, dry foods, cooked foods etc.

Daily writing table with a variety of mark making activities for fine motor development

Experiment with drawing lines and circles using fine and gross motor skills

Use paintbrushes and mark-makers

Play with sand and water toys

Model with dough, clay, rolling pins, junk and cutters, etc.

Provide opportunities that give children manipulative skills e.g. cooking, painting, playing instruments.

Provide children with opportunities for using simple tools i.e. pencils and scissors

Literacy  
Term 6

<b>Reading</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Listens to stories with increasing attention and recall.	Begins to read words and simple sentences.	Children read and understand simple sentences.
	Beginning to be aware of the way stories are structured.	Can segment the sounds in simple words and blend them together and knows which letter represent some of them	They also read some common irregular words
	Describes main story settings, events and principal characters		

<b>Writing</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Sometimes gives meaning to marks as they draw and paint	Attempts to write short sentences in meaningful contexts.	They write simple sentences which can be read by themselves and others
	Ascribes meanings to marks that they see in different places		



# Literacy – Term 6

## Continuous provision and everyday practice

Continue to teach children the alphabet during regular phonics sessions

Discuss authors and begin to look at books by the same author

Continue to use 'name' recognition self registration

Continue guided reading sessions (reception)

Update words for reading in the environment

Wording in the role play corner – animal research centre

Talk about pictures in books – comprehension

Retell familiar stories in role play and small world etc.

Join in with daily stories, rhymes and songs

Children choose to look at books alone and with others

Bring books to school and take reading books home (reception)

Provide children with opportunities for reading their own work aloud to small groups

Provide a variety of opportunities and resources for mark making

Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough

Form letters in name using pens, paints, sand, by labelling models

Opportunities for writing in all areas of the classroom – clipboards, dry wipe boards etc.

Provide activities to develop fine motor – popping bubbles, threading activities and small construction

Writing diaries/autobiographies

Labelling life cycles

Story writing – making up their own stories (writers club)

Maths  
Term 6

<b>Number</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Compares two groups of objects, saying when they have the same number.	Finds the total number of items in two groups by counting all of them	They solve problems, including doubling, halving and sharing.
	Shows an interest in number problems		

<b>Shape, space and measure</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Uses positional language	Uses everyday language related to time.	Children use everyday language to talk about money to compare quantities and objects and to solve problems
	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	Beginning to use everyday language related to money	

## Continuous provision and everyday practice

Continue to sing number songs and rhymes (warm up activities)

Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order)

Recite number names in order, continuing the count forwards or backwards from a given number

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Children order numbers 0-5, 0-10 and then 0-20

Solve simple practical problems and respond to “what could we try next?”

Estimate a number and check by counting

Recognise numerals 1-9, then 0 and 10, then 10 and beyond

Children to write surveys i.e. what’s your favourite colour?

Introducing time – o clock, half past

Introducing money – add to role play corner

Talk about the different coins and use language i.e. how much

Problem solving with money

For further ideas at this point please refer to maths progression planning

Understanding of the World  
Term 6

<b>People and communities</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Enjoys joining in with family customs and routines	They know about similarities and differences between themselves and others, and among families, communities and traditions.

<b>The world</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Looks closely at similarities, differences, patterns and change	They make observations of animals and plants and explain why some things occur, and talk about changes

<b>Technology</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Knows that information can be retrieved from computers	Uses ICT hardware to interact with age-appropriate computer software	They select and use technology for particular purposes.

# Understanding of the world – Term 6

## Continuous provision and everyday practice

Look at the past and present in relation to 'self' - use baby photos

Observe things closely, record through drawing and modelling – look for interesting objects during Nature detectives

Discuss changes, patterns, similarities and differences e.g.  
Observe and record the weather daily

Use small world and role play to explore other lives and environments

Find out about the world through looking at books, pictures, artefacts, talking to visitors

Parents to provide photographs of special events for children to discuss – when children were younger

Circle times – children talk about specific special events. Encourage children to respond with questions

Show and tells

How seeds grow – planting

Discuss life cycles – i.e. frogs spawn

How are we different in class/around the world?

Discussions about different cultures – what do we already know?

How are schools different around the world?

Expressive arts and design  
Term 6

<b>Exploring and using media and materials</b>			
<b>22-36 months</b>	<b>30 – 50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Uses various construction materials.	Uses simple tools and techniques competently and appropriately.	Children sing songs, make and dance, and experiment with ways of changing them
	Joins construction pieces together to build and balance.	Constructs with a purpose in mind, using a variety of resources	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

<b>Being imaginative</b>			
<b>22-36 months</b>	<b>30-50 months</b>	<b>40-60 months</b>	<b>ELG</b>
	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
		Plays cooperatively as part of a group to develop and act out a narrative	

Opportunities for role play: School classroom

# Expressive arts and design – Term 6

## Potential spontaneous learning opportunities

### Weekly EAD provision:

- Introduce children to a wide variety of art materials and how to use them safely
- Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper.
- Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper.
- Modelling with junk, clay, dough, construction
- Explore tools for painting; brushes, sponges, rags and fingers, use these tools to print patterns

Grow plants – sunflowers

Make and decorate flowers include children's photographs

Observational drawing – flowers, self portraits

Include lots of sensory play children to explore

Introduce senses – hear, see, smell

Children use a variety of tools to make art /models etc. of their choice

Children's choice – children independently choose EAD activities and say why they have chosen them.

Adults reinforce safe use of tools i.e. cutting

Children given a greater independence with tools during cooking