



## Understanding The World

### The World

Contrasting environments  
Senses - sensory activities, feely bags, sound walk, listening games.  
Look at settings for stories is it the same as where we live?  
Talk about events in their life and compare them to story characters lives.  
Use small world to create own stories and different environments.  
Build and construct using a variety of materials.  
Keeping safe, how we can keep ourselves safe in different situation and who we can call on to help.  
Road safety

### People & Communities

Contrasting Environments  
Compare life in this country and life in other countries

### Past & Present

Compare things in the past and now

### Forest School

Signs/colours of Summer  
Story telling/acting  
Plants and Animals

### RE

What places are special and why?

## Literacy

Sharing stories  
Name Recognition.  
Name writing.  
Retelling stories.  
Recognising print.  
Role Play.  
iPads—Hairy letters, teach your monster to read, phonics games  
Hearing and using new vocabulary from stories, poems, and non-fiction texts.  
Sequencing stories.  
Identifying our favourite characters and settings in stories.  
Make predictions of what will happen next in a story.  
Writing CVC words and labels.  
Beginning to write sentences.  
Finding facts from non-fiction texts.  
Using their phonics knowledge to help them in their independent writing.

### Phonics

Acorns will start learning the first few sounds from Read Write Inc.  
New Acorn children will settle in with circle times and stories.  
Oak children will continue Read Write Inc.

### We will be learning through a core books approach:

Shark in the Park  
The Troll  
The Rainbow Fish  
Comotion in the Ocean  
The Lighthouse Keepers Lunch

## Physical Development

My space on the carpet.  
Body shapes— making shapes with our bodies.  
Explore body movements.  
Moving to music.  
Moving over obstacles.  
Pencil control.  
Yoga.  
Little Movers.  
Wiggle Squiggle—gross and fine motor  
Dough Disco  
Pen Disco  
Letter formation.  
Finger Gym daily activity  
Dough Disco

## Personal, Social & Emotional Development.

Daily routines, rules and caring for our resources  
Adults model how to use the classroom  
Looking after the classroom  
Tidying up and sticking to limitations in areas.  
Listening and following instructions.  
Talking about likes and dislikes/what we are good at, why we are special.  
Encourage turn taking, sharing & listening to others  
Circle time  
Being a good friend  
All about me  
Likes and dislikes  
What we are good at  
What makes us different  
Keeping Healthy

RHSE— Changing Me.

## Expressive Arts & Design

### Art

Painting.  
Painting our favourite characters or settings from stories,  
Match movements to music.  
Acting out favourite stories in role play area.  
Colour mixing  
Printing  
Explore tools for painting; brushes, rollers, sponges, rags and fingers.  
Printing using materials.  
Collages.  
Lighthouse models, telescopes.

### Art and Design skills

Handling and feeling objects and enjoying manipulating materials (play dough, boxes and cardboard)  
Constructing, building and destroying (Duplo models and cardboard structures)  
Shape and model making using play dough, sand and other similar materials.

### Music

Looking at music to express emotions - happy, sad music.  
Using percussion instruments.  
Music & Movement - use streamers and ribbons to dance  
Dancing and moving to music.

## Mathematical Development

### Acorns

Subitising  
Positional language.  
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  
Show 'finger numbers' up to 5  
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5  
Make comparisons between objects relating to size, length, weight and capacity.  
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### Oak

Doubling  
Halving  
Sharing  
Grouping  
Odds / Evens  
Patterns

## Communication and Language

Talk about behaviour and feelings in stories/characters.  
To respond to a variety of role play situations act out stories increasing vocabulary and learning to express themselves clearly  
Think about feelings, events, rules and routines  
Ask and answer questions about stories.  
Join in with stories and rhymes.  
Communication and language through story telling e.g. Retell favourite story and say why. Talk about story openings and endings—once upon a time, happy ever after do they always begin and end like this?  
Listen to others, both in adult initiated time and in choosing time.  
Share their opinions.  
Share facts they have learnt.

## Computing

To give commands to make things happen and move beebot  
Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private. (Digital Literacy)  
To log onto school 360 using EYFS log in and access games  
To use a range of devices to take and create pictures.