

Communication and Language, Literacy Development

Comprehension: To listen to stories (Dear Zoo & Shark in the Park) and continue with a **pre phonics** curriculum e.g rhymes, environmental sounds, music and joint attention activities. To make choices of preferred rhymes, book or activity and share with an adult. Use a core vocab board to joint in and make requests. To develop **making mark** skills using a variety of stimulating media such as sand, foam brushes in water, sticks and leaves in puddles and chalk. **C & L** To respond to simple questions about 'who', 'what' and 'where'. To develop listening and attention skills. through group work (bucket therapy, intensive interaction), play in all areas of learning (indoor and outdoors).

Outdoor fun/seasons

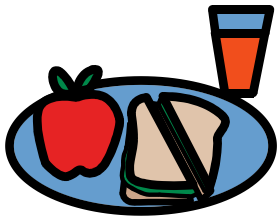


Mathematics Development

Number: To enjoy and take part in number rhymes and activities such as counting out numbers of plates during a picnic or snack time. **Numerical Pattern:** To react to changes of amount, filling and emptying containers during sand and water play. Group items. To count in everyday contexts, recite/recall numbers 1-20. Build with a range of resources including junk modelling. Order items according to their size, height or weight. To develop an understanding of positional language (on, in and under). Notice patterns in nature and start to arrange things in patterns. Explore 2D and 3D shapes using blocks, shapes, and puzzles. Activities to take place during free choice play, group sessions, workstations, outdoor areas, light room, hall and the soft play room.

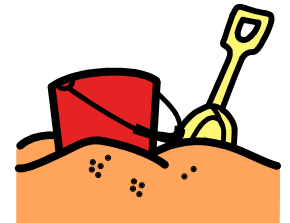
Understanding of the World

People, culture and community. Developing curiosity about nature, people and celebrations. **The natural world** Explores materials with different properties linked to the current topic, such as water, ice, soil. Picnic item. Linking together different approaches: foam, mixing (water play, sand play) and sinking and floating. To notice and explore the differences between materials and changes in the environment. **Past and present.** To explore natural materials, indoors and outdoors. To participate in celebrations/religious and personal. To develop a understanding and respect for the natural environment and all living things to continue explore sustainability.



Expressive Arts and Design

Creating with materials.. To explore different materials, using all their senses to investigate, manipulate and play with a range of media such as dough, junk, paint, foam and food play. Start to mark make and recognise the marks they are making in indoor and in nature/mud, soil, water **Being imaginative and expressive.** Explore and show an interest in the way musical instruments sound. Use songs that the children are interested in and introduce cultural songs. Explore dressing up materials and picnic/party items. Use small world equipment to develop role play and imagination skills. Make puppets, masks and kites.



Physical Development

Gross Motor. To gradually gain greater control of their whole body through continual practice of large movements, such as kicking, throwing and catching large balls, crawling through tunnels, skip, hop and climbing. Engage in creative movement, dance and games. Continue to develop movement and balance in the outdoor areas by using bikes, scooters and rocking horses. Use large-muscle movements to wave flags and streamers, paint and make marks. **Fine Motor.** To use simple tools safely in play dough and spoons with cereal and yoghurt. Continue to recognise and communicate hunger, thirst and discomfort and to start to join the group for lunch and snack alongside peers. To start the early stages of a toilet routine and develop self help skills such as dressing and undressing.



Personal, Social and Emotional Development

Self Regulation: To develop more emotional security in the routine and start to explore activities and resources they may not have tried before. Start to wait for a turn on equipment and during bucket therapy sessions. **Building relationships:** To learn about the things, we need to keep our self-healthy including our mental health and the need for friendships and how to help others. Learn about being friends/social skills and continue to build relationships with adults and children in their class and how to develop resilience. **Managing Self:** To show more independence and self-control when following boundaries and class rules to work on self help skills such as eating, brushing teeth, dressing and undressing and eating..