

Celebrations and Special Events: May Day (1<sup>st</sup> May), Vesak (19<sup>th</sup> May), Ramadan (6<sup>th</sup> May-3<sup>rd</sup> June)

Key vocabulary: May Day, Spring, Summer, Autumn, Winter, lifecycle, grow, change, bigger, smaller, shape, 2-Dimensional, flat, 3-Dimensional, solid, nature, minibeast, sounds, letters.

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>Take turns and share resources.</li> <li>Takes steps to resolve conflicts with other children.</li> <li>Explains own knowledge and understanding and asks appropriate questions of others.</li> <li>Aware of the boundaries set, and of behavioral expectations in the setting.</li> <li>Understand that own actions affect other people.</li> </ul> <p>At Circle Time support children's growing ability to understand &amp; express a wide range of feelings. Introduce the theme of 'going to school'. Continue to read social stories focusing on concepts of empathy and kindness. Celebrate diversity -talk about our differences and similarities. Read related texts - 'All Kinds of Beliefs', 'My World, Your World. Focus on expectations of behaviour - co-operation, listening to others, including peers in play. Talk about transition to school. Read related texts that show elements of school life. Continue to learn about festivals and celebrations. Develop independence in taking shoes on and off for dance activities. Discuss care of our chicks.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Continue a rhyming string.</li> <li>Segment the sounds in simple words and blend them.</li> <li>Writes own name and other things such as labels.</li> <li>Gives meaning to marks as they draw, write and paint.</li> <li>Enjoys an increasing range of books.</li> </ul> <p>Focus on patterns of language through reading a range of texts including rhyming texts and poems. Sing songs and rhymes and explore musical and word patterns. Read and discuss fiction and non-fiction texts: 'Tadpole's Promise', 'From Tadpole to Frog', 'The Ugly Duckling' and 'The Hungry Caterpillar'. Children continue to create puppets to inspire storytelling and understanding of character. Continue to invite parents/carers to read stories from home countries. Provide a wide range of tactile activities to develop fine motor control. Mark-making in home corner and role-play scenarios. Support children in recognising and writing their names in meaningful contexts. Deliver 'Letters and Sounds' phonics programme (differentiated).</p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Maintain attention, concentrate and sit quietly during appropriate activity.</li> <li>Respond to simple instructions.</li> <li>Link statements and stick to a main theme or intention.</li> <li>Listen and respond to questions.</li> <li>Explore meaning of unfamiliar words.</li> </ul> <p>Continue to develop speaking and listening through circle time 'News' talk and the sequencing of familiar stories. Continue to listen to stories and non-fiction texts linked to traditional tales, lifecycles and the seasons. Facilitate role-play, puppet theatre and dance on the topic themes and children's interests. Further develop listening skills through 'Letters and Sounds' phonics programme. Follow simple instructions during daily routines. Develop confidence in asking questions and exploring new vocabulary through differentiated questioning, exploring a wide range of texts (including through ICT) and modelled language.</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Hold a pencil competently to draw and write.</li> <li>Show understanding for the need for safety when tackling new challenges, considers and manages some risks.</li> <li>Uses one-handed tools and equipment.</li> <li>Manage own basic hygiene.</li> <li>Experiment with different ways of moving.</li> </ul> <p>Use fine motor skills to draw, write and use tools effectively to manipulate play dough, clay, soil and other sensory materials. Explore movement patterns and develop confidence in using mark-making tools to create handwriting patterns. Learn to play a range of percussion musical instruments. Develop independence in taking shoes on and off for dance activities. Outdoor play activities- sand, water, stone art, climbing, balancing equipment. Create themed role play areas using fine motor skills to paint, draw, write and cut. Manipulate dough and using rolling pins/tools. Learn about May Day dances (Morris dancing, maypole dancing) and try putting ankle bells on and taking them off. Try tapping claves together to imitate the sound of dancer's sticks. Understand how to be healthy and how exercise affects the body</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and builds models.</li> <li>Orders 2 or 3 items by length or height.</li> <li>Recites numbers in order to 20.</li> <li>Counts up to 10/20 objects reliably.</li> </ul> <p>Create repeated patterns with pegs, Numicon, stickers, beads and in nature (animal skins, stones, sticks, fir cones, etc.). Order heights of children and adults. Explore the lengths of sticks and leaves found in the garden. Learn to recognise symmetry and look for symmetry in nature (e.g. butterflies). Count objects and people during daily routines (plates, cups, themselves lining up). Estimate and count accurately, groups of objects and discuss findings. Introduce 3D shape and investigate their properties. Talk about the names and properties of 2D shapes- hide shapes in sand/water. Play 'Shape in the bag' games. 'Shape Hunt' in outdoor and indoor environments. Provide cooking activities linking to mathematical themes (numbers, measurement, capacity). Developing understanding of the four seasons, the days of the week and the months of the year. Sing songs relating to number and shape. Play online ICT games focusing on number and shape.</p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Develop understanding of growth, decay and changes over time</li> <li>Shows care and concern for living things and the environment</li> <li>Talk about why things happen and how things work</li> <li>Completes a simple program on a computer.</li> <li>Learns about families, communities and traditions.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>Investigate the natural world further through regular trips to the park. Continue to talk about where we live and examine the shapes of the countries/continents on the world map. Extend theme of 'lifecycles' - observe our incubated eggs and learn how to care for them. Watch our caterpillars grow. Understand the sequences of the lifecycles and read related texts. Follow the story of 'The Very Hungry Caterpillar' and link to our 'butterfly garden'. ICT: BBC Learning Zone/YouTube/National History Museum website for clips on lifecycles theme and May day celebrations. Read 'All Kinds of Beliefs' and link to celebrations familiar to us. Talk about new learning. Develop interests, create pictures and play theme-related games. Continue to learn names of baby animals.</p>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Play co-operatively as part of a group to develop and act out a narrative.</li> <li>Captures experiences and responses with a range of media such as music, dance &amp; paint and other materials.</li> </ul> <p>Create 2D and 3D artwork to create role play areas and displays, including lifecycle mobiles. Stone art activity. Create story sticks to aid recall of own stories. Learn about traditional May Day dances (Morris dancing, maypole dancing) and use ribbons.</p>		

Green type = Activities and experiences linked to Early Learning Goals