

Celebrations and Special Events: Ramadan & Eid-ul-Fitr (4<sup>th</sup> June), Father's Day (Sunday 16<sup>th</sup> June), Windrush Day (22<sup>nd</sup> June)

Key vocabulary: Animal, reptile, mammal, insect, arachnid, minibeast, habitat, difference, wild, pet, vet, sounds, letters, care, Sports Day, Ramadan, celebrate, parents, thanks, capacity.

<p><b>Personal, Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>Take turns and share resources.</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>Beginning to be able to negotiate and solve problems without aggression.</li> <li>Understand that own actions affect other people.</li> </ul> <p>Learn to take turns through activities such as Sports Day. Use Circle Time to support children's growing ability to understand &amp; express a wide range of feelings. Continue to read social stories focusing on the importance of listening to others. Focus on expectations of behaviour and the transition from nursery to school (Quiet Room). Read related texts and watch video clips that show elements of school life. Ask older siblings to visit us and talk about their experiences of school. Talk about how we care for animals. Discuss our own pets such as nursery snails and goldfish. Discuss safety when we are close to animals. Develop understanding of the importance of handwashing after handling animals. Practise effective hand-washing during daily routine. Continue to learn about festivals and celebrations (Ramadan, Eid-ul-Fitr). Focus on how and why different people celebrate special events. Talk about the people who care for us. Understand how to be healthy and how exercise affects the body.</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 fiction and non-fiction texts such as 'The Insect Detective', 'Whose Footprints are these?' and 'Dear Zoo'. Sing songs and rhymes such as 'Bear Hunt', 'Down in the Jungle' and 'Old MacDonald had a Zoo'. Introduce the concept of the food chain through 'There was an Old Woman who Swallowed a Fly'. Children continue to create stories using puppets and other role-play props. Continue to invite staff and parents/carers to read stories from home countries. Read texts about going to school. Provide a wide range of tactile activities to develop fine motor control. Deliver regular music and dance sessions involving animal themes. Support children in recognising and writing their names in meaningful contexts. Deliver 'Letters and Sounds' phonics programme (differentiated) focusing on sounds for early Phase 1. Explore world religions through texts such as 'All Kinds of Beliefs'.</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>Encourage children to remember the importance of 'listening' and recognise how 'listening' can keep us safe and happy. Continue to develop speaking and listening through circle time 'News' talk and the sequencing of familiar stories. Talk about own experiences of owning a pet or visiting the farm/zoo. Sing songs and nursery rhymes with animal themes using actions and/or instruments. Identify animal sounds (Phase 1 phonics). Facilitate role-play, puppet theatre and dance on animal themes and children's interests. Follow simple instructions during daily routines and adult-led activities such as Sports Day practise. Develop confidence in asking questions and exploring new vocabulary through differentiated questioning, exploring a wide range of texts (including through ICT), modelled language and self-talk strategies.</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>Continue to create repeated patterns using pegs, stickers and numicon resources (fine motor control) extending number of colours and shapes used. Use fine motor skills to draw, write and use tools effectively to manipulate play dough, clay, soil and other sensory materials. Create interpretations of minibeasts and animals with a range of materials. Make bread and manipulate play dough and using rolling pins/tools. Use scissors effectively to create animal/bird themed collages. Use gross and fine motor skills to play a range of musical instruments. Develop independence in taking shoes on and off for dance activities. Develop gross motor control through Sports Day activities. Participate in outdoor play activities - sand, water, stone art, climbing, balancing equipment. Move in different ways through role play and dance. Take part in trips to the park. Reflect on healthy eating through texts like 'Oliver's Vegetables'.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Orders 2 or 3 items by weight or capacity.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Uses familiar objects and common shapes to create and recreate pattern and build models.</li> <li>Recites numbers in order to 20.</li> <li>Counts up to 10/20 objects reliably.</li> </ul> <p>Count legs of insects and arachnids and talk about differences. Play ladybird dominoes, snakes and ladders and other board games. Sort animals (classification) using hoops on the floor (Venn diagram style). Create repeated patterns with pegs, numicon, stickers and beads (extension of previous theme). Encourage children to count objects and people during daily routines (plates, cups, themselves lining up). Explore capacity through water and sand play. Link to animal habitats and what animals need to live (including human beings). Provide cooking activities linking to mathematical themes (numbers, measurement, capacity). Continue developing understanding of the pattern of time through the four seasons, the days of the week and the months of the year. Read texts such as 'Night-time' and 'What's the Time Mr Wolf?' to consolidate understanding of day and night. Link to nocturnal animal theme. 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>Identify parts of minibeasts and begin to classify insects and arachnids. Observe our growing ladybirds. Participate in trips to local park to facilitate minibeast hunts. Create observational drawings of minibeasts and favourite animals. Investigate minibeasts through 'Problem Pup' online science investigations. Begin to identify differences and similarities between groups of animals (reptiles/ mammals, wild animals/ domestic pets or farm animals). Learn about habitats for animals and introduce food chains through a variety of early years texts and songs. Identify animal prints and compare with our own footprints and handprints. Use ipads to take photographs of choice. Extend pattern theme through observing animal, reptile and insect camouflage patterns. Learn about carnivorous plants e.g. pitcher plants and Venus fly traps. Consolidate understanding of how we care for living things.</p>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Chooses particular colours to use for a purpose.</li> <li>Create simple representations of people and animals.</li> <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 and paint and other materials or words.</li> </ul> <p>Make collages focusing on feathers, scales and skins. Observe colours of wings and beaks-create parrots and peacocks, papier mache balloon insects and minibeast models using clay and recycled materials. Create different animal and bird habitats using natural materials (link to key texts). Extend animal pattern topic. Create 'Special Person' cards (June 16). Investigate animal and bird movement through dance.</p> <p>Green type = Activities and experiences linked to Early Learning Goals</p>		