



Little explorers & I wonder what if?

Mechanical Equipment & Starting School



Why This? Why Now?

In the summer term the older children will begin to prepare for their transition into FS2. They will build upon the knowledge and skills they have developed during their time in FS1 enabling them to become independent little learners ready for FS2 and full-time school.

The children will continue to learn about the natural world through outdoor exploration. They will sow seeds, care for seedlings and plants, developing their understanding of growth and change. This allows them to discover the features of plants and enables them to experience first-hand the life cycle of plants and the importance of caring for them.

Our continuing topic of learning all about themselves, each other and their families culminates; in a sharing of family celebrations and experiences which recognises the importance of building a sense of belonging and understanding of each other's family values.

The children will learn all about FS2 and their smooth transition will be supported by both FS1 and FS2 staff who will work closely together to ensure that all children have a happy and successful start to their full-time education.

Area of learning & development: Communication and language

OVERVIEW

Recites many rhymes independently.
 Understands humour, e.g., nonsense rhymes, jokes.

Talk about familiar & favourite books.
 Be able to retell a long story.
 Follow a story without using pictures or props.
 Introduces a storyline or narrative into their play.
 Develop imagination and recreate roles and experiences in play situations.

Explain to children about what a rhyme is and about the similarities in the rhyming words
 Encourage children to experiment with words/sounds, e.g. in nonsense rhymes
 Share rhymes, books and stories from many cultures with peers
 Introduce 'rhyme time' bags containing books to take home and activities to involve parents in rhymes/ singing games
 Make up alternative endings and encourage children to supply the last word of the second line, e.g. *Hickory Dickory boot, The mouse ran down the...*
 Choose stories with repeated refrains, dances and action songs and songs that require replies and turn-taking such as 'Tommy Thumb'
 Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?"

<p>Encourage them to organise their play: "Let's go on a bus... you sit there... I'll be the driver.</p> <p>Link statements and stick to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen and respond to ideas expressed by others in conversation or discussion. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Develop pronunciation.</p>	<p>Help children to identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories draw conclusions: <i>'The sky has gone dark. It must be going to rain'</i> Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after all, most, some, each, every</i> Extend language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation Set up collaborative tasks, for example, construction, food activities or story-making through role-play</p> <p>Model being a listener, take into account what they say in your responses to them & explain why it is important to pay attention when others are speaking. Play games which involve listening for a signal, such as 'Simon Says', and use <i>'ready, steady...go!'</i> Provide experiences and activities that are challenging but achievable i.e. Give children a task to complete and ask children how they can accomplish task? Model how they will begin and what materials they will need. Children can take models that they have made to show children in another group or class and explain how they were made Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as <i>"please", "thank you"</i> and <i>"can I...?"</i> Show children how to use language for negotiating, by saying <i>"May I...?", "Would it be all right...?", "I think that..."</i> and <i>"Will you...?"</i> in your interactions with them Children may use ungrammatical forms like 'I swimmied'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday" Model language that promotes thinking and challenges children</p>
<p>Area of learning & development: Personal, social and emotional development</p>	<p>OVERVIEW</p>
<p>Show confidence in new social situations.</p> <p>Initiate conversations and talk to others about own needs e.g. wants, interests and opinions. Take into account what others say and show and understand that own actions affect other people. Explain own knowledge and understanding and ask appropriate questions of others. Be aware of the boundaries set and of behavioural expectations in the setting. Negotiate and solve problems without aggression and take steps to resolve conflicts with other children.</p> <p>Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' and understand how others might be feeling. Can describe self in positive terms and talk about abilities.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Give children the opportunity to work and play with everyone in the group, not just their special friends Take children out on short walks around the neighbourhood When ready, take them on trips to interesting places like a local museums, theatres or place of worship Ensure transition to FS2 is well planned and organised. Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting</p> <p>Model being a considerate and responsive partner ensuring that children and adults make opportunities to listen to each other and explain their actions Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions Offer opportunities for children to reflect on successes, achievements and their own gifts and talents Provide books with stories about characters that follow or break rules, and the effects of their behaviour on others Teach children ways of solving conflicts Help children explore situations from different points of view</p> <p>Model ways to calm yourself down, such as stopping and taking a few deep breaths Talk together about how others might be feeling. Bring these ideas into children pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"</p>

Shows understanding that good practices about exercise e.g., eating, sleeping and hygiene can contribute to good health.

Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.

Shows understanding of how to transport and store equipment safely.

Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health
Be sensitive to varying family expectations and life patterns when encouraging thinking about health
Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler
Plan opportunities, particularly after exercise, for children to talk about how their bodies feel
Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability

Encourage to follow instructions and routines to keep themselves safe in their environment.
Model using all equipment safely

Area of learning & development: Physical Development

OVERVIEW

Develop movements linked to balancing, riding bikes and scooters.
Confidently move around e.g., under, over, through, balancing and climbing.
Negotiates space successfully when playing e.g., racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Shows increasing control over an object e.g., pushing, patting, throwing, catching or kicking.

Remember and use sequences and patterns of movements linked to music and rhythm.

Collaborate with others to manage large items e.g. moving a long plank safely, carrying large blocks.
Use one-handed tools and equipment e.g. making snips in paper with scissors.
Handles tools, objects, construction and malleable materials safely and with increasing control.

Shows a preference for a dominant hand.
Use a comfortable grip with good control when holding pens and pencils.
Begins to use anticlockwise movement and retrace vertical lines.

Offer a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc
Discuss why children should take care when moving freely & talk with children about the need to match their actions to the space they are in
Motivate children to be active through games such as follow the leader, What time is it Mr Wolf?
Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient
Practise movement skills through games with beanbags, cones, balls and hoops
Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching
Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities
Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'
Use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'
Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?'
Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.'
Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments

Encourage children to have the confidence to move with rhythm to music
Learn simple patterns in dance routines

Teach children how to use tools and materials effectively and safely
Explain why safety is an important factor in handling tools, equipment and materials, provide time and space to enjoy energetic play daily
Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes

Use dough disco and Squiggle while you Wiggle to continue to develop fine and gross motor skills
Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with
Model tripod grip as a comfortable way to hold a pencil or pen

<p>Begins to form recognisable letters.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Encourage a range of fine motor activities to develop the correct grip</p> <p>Encourage children to dress themselves through games and modelling how to do it</p>
<p>Area of learning & development: Literacy</p>	<p>OVERVIEW</p>
<p>Count or clap syllables in a word. Spot and suggest rhymes. Continue a rhyming string. Understand the term alliteration.</p> <p>Begins to break the flow of speech into words. Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother. Hear and say the initial sound in words. Can segment the sounds in simple words. Blend them together and know which letters represent some of them. Begins to read words.</p> <p>Knows that information can be retrieved from books and computers. Enjoys an increasing range of books. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.' Discuss with children the characters in books being read.</p> <p>Gives meaning to marks they make as they draw, write and paint. Writes own name and other things e.g. labels or captions. Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for Mummy.</p>	<p>Help children tune into the different sounds by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: "Twinkle, twinkle yellow car" Making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon." Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —" Plan fun activities and games that help children create rhyming strings of real and imaginary words. <i>Maddie, daddy, baddie, laddie</i> Clap the syllables in their names and other words and phrases When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "<i>mmmmummy</i>", "<i>shshshshadow</i>", "<i>K-K-K-Katy</i>"</p> <p>Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books Model oral blending of sounds to make words in everyday contexts, e.g. '<i>Can you get your h-a-t hat?</i>' Model to children how simple words can be segmented into sounds and blended together to make words Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words Encourage children to recall words they see frequently, such as their own and friends' names</p> <p>Children to see adults sitting and looking and reading books Discuss and model ways of finding out information from non-fiction texts Provide story sacks and boxes and make them with the children for use in the setting and at home Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play Provide story boards and props which support children to talk about a story's characters and sequence of events Use reading rewards to promote a love of books and stories i.e. Gruffalo Trunky, 30 reads = a prize Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT)</p> <p>Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc). Provide a range of opportunities to write for different purposes about things that interest children Demonstrate writing so that children can see spelling in action Scaffold individual children's writing as opportunities arise Provide word banks and writing resources for both indoor and outdoor play Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner</p>

	<p>Children enjoy having a range of pencils, crayons, chalks and pens to choose from</p> <p>Help children to learn to form their letters accurately</p>
<p>Area of learning & development: Mathematics</p>	<p>OVERVIEW</p>
<p>Recognises numerals 1 to 5 including those of personal significance.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Model counting of objects in a random layout, showing the result is always the same as long as each object is only counted once.</p> <p>Point to small groups of two or three objects and recognise how many without counting – children in areas, amounts of snack, spots on a dice.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Show 'finger numbers' up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Beginning to use everyday language in role play areas related to money.</p>	<p>Celebrate birthday in Nursery i.e numbers of significance 3 or 4</p> <p>Display interesting books about number</p> <p>Add numerals to all areas of learning and development</p> <p>Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track</p> <p>Encourage use of mathematical language, e.g. number names to ten: <i>'Have you got enough to give me three?'</i></p> <p>Make books about numbers that have meaning for the child such as favourite numbers, birth dates or telephone numbers</p> <p>Use rhymes, songs and stories involving counting on and counting back</p> <p>Emphasise the empty set and introduce the concept of nothing or zero</p> <p>Make sure children are secure about the order of numbers before asking what comes after or before each number</p> <p>Make number games readily available and teach children how to use them</p> <p>Play games such as hide and seek that involve counting</p> <p>Ensure that children are involved in making displays, e.g. making their own pictograms of lunch choices</p> <p>Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects</p> <p>Provide collections of interesting things for children to sort, order, count and label in their play</p> <p>Encourage children to record what they have done, e.g. by drawing or tallying</p> <p>Use mathematical vocabulary and demonstrate methods of recording</p> <p>Talk about the methods children use to answer a problem they have posed, e.g. <i>'Get one more, and then we will both have two.'</i></p> <p>Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: "I think Jasmin has got more crackers..."</p> <p>Support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs..."</p> <p>Draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'</p> <p>Use number staircases to show a starting point and how you arrive at another point when something is added or taken away</p> <p>Encourage children to discuss number problems, e.g. <i>"Suppose there were three people to share the bricks between instead of two"</i></p> <p>Show interest in how children solve problems and value their different solutions</p> <p>Encourage estimation, e.g. estimate how many sandwiches to make for the picnic</p> <p>Introduce money in role play areas</p> <p>Talk about saving for items through book club</p>

Beginning to use mathematical names and mathematical terms to describe for 'solid' 3D shapes.
 Selects and explores a particular named shape.
 Can describe their relative position such as '*behind*' or '*next to*'
 Uses familiar objects and common shapes to create and recreate patterns and build models.

Sort two or three items by length, height and weight.
 Uses everyday language related to time.
 Measures short periods of time in simple ways.
 Orders and sequences familiar events.
 Use stories e.g. Rosie's Walk by Pat Hutchins to talk about distance.

Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be
 Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes
 Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct
 Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other
 Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."
 Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns, or comparing things that are heavier or lighter
 Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes
 Suggestion: "Where does this triangular one /cylinder /cuboid go?"
 Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus

Ask 'silly' questions, e.g. show a tiny box and ask if there is a bicycle in it
 Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area
 Plan opportunities for children to describe and compare shapes, measures and distance
 Provide a range of natural materials for children to arrange, compare and order
 Provide experiences of size changes. Suggestions: "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch dough, or elastic?"
 Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it **exactly**...?"
 Sensitively support and discuss questions like: "What is the same and what is different?"
 Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'
 Countdown to forthcoming events on the calendar in terms of number of days or sleeps
 Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'

Area of learning & development: Understanding the world

OVERVIEW

Enjoys joining in with family customs and routines.
 Comments and asks questions about aspects of their familiar world e.g. the place where they live or the natural world.

Use parents' knowledge to extend children's experiences of the world
 Make a display with the children, showing all the people who make up the community of the setting
 Help children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences
 Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other
 Use of modern photographs of parts of the world that are commonly stereotyped and misrepresented
 Share stories that reflect the diversity of children's experiences
 Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording drawing and writing
 Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area
 Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park

Talks about why things happen and how things work.
Explore and talk about different forces they can feel.

Developing an understanding of growth, decay and changes over time and talks about some of the things they have observed e.g. plants, animals, natural and found objects.
Begin to understand the need to respect and care for the natural environment and all living things.
Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.
Shows care and concern for living things and the environment.
Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.

Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' to help children make distinctions in their observations
Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. local church
Provide role-play areas with a variety of resources reflecting diversity
Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad
Provide play maps and small world equipment for children to create their own environments

Encourage children to speculate on the reasons why things happen or how things work
Introduce vocabulary to enable children to talk about their observations and to ask questions
Plan and introduce new vocabulary related to the exploration and encourage children to use it
Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".
Investigate shadows and explore how you can shine light through some materials, but not others
When out in the locality, ask children to help to press the button at the pelican crossing, or speak into an intercom to tell somebody you have come back
Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder
Plan and introduce new vocabulary related to the exploration
Provide mechanical equipment for children to play with and investigate i.e. wind-up toys, pulleys, sets of cogs with pegs and boards
Provide children with opportunities to change materials from one state to another
Suggestions: cooking – combining different ingredients, and then cooling or heating (cooking) them melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite)
Explore how different materials sink and float
Draw children's attention to forces. Suggestions: how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod magnetic attraction and repulsion

Show and explain the concepts of growth, change and decay with natural materials
Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors
Show and explain the concepts of growth, change and decay with natural materials. Suggestions: plant seeds and bulbs so children observe growth and decay over time, observe an apple core going brown and mouldy over time, help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars
Help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars
Use correct terms so that, e.g. children will enjoy naming a chrysalis
Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice
Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs
Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs

<p>Shows an interest in technological toys with knobs or pulleys, or real objects e.g. cameras or mobile phones. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob Draw young children's attention to pieces of ICT apparatus they see or that they use with adult supervision Support children to coordinate actions to use technology, for example, call a telephone number Teach and encourage children to click on different icons to cause things to happen in a computer program Use an iPad to take a photograph</p>
<p>Area of learning & development: Expressive arts and design</p>	<p>OVERVIEW</p>
<p>Enjoys joining in with dancing and ring games. Beginning to move rhythmically. Imitates movement in response to music. Uses movement to express feelings. Creates movement in response to music Taps out simple repeated rhythms. Makes up rhythms. Explore the different sounds of instruments. Explore and learn how sounds can be changed. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or word</p> <p>Developing preferences for forms of expression. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explores colour and how colours can be changed. Understands how to use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Explores what happens when they mix colours. Experiments to create different textures. Chooses particular colours to use for a purpose. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Realises tools can be used for a purpose.</p> <p>Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Introduce children to a wide range of music, paintings and sculptures Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas Supporting children to develop their singing voice Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout Sing slowly, so that children clearly hear the words and the melody of the song Use songs with and without words – children may pitch-match more easily without words</p> <p>Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard' Talk about children's growing interest in and use of colour as they begin to find differences between colours Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect Provide a place where work in progress can be kept safely Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate</p> <p>Plan imaginative, active experiences, such as 'Going on a bear hunt'. Help them remember the actions of the story (We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest Be aware of the link between imaginative play and children's ability to handle narrative</p>

	<p>Create imaginary words to describe, for example, monsters or other strong characters in stories and poems</p> <p>Provide lots of flexible and open-ended resources. Notice children who are not taking part in pretend play, and help them to join in for children's imaginative play</p> <p>Tell stories based on children's experiences and the people and places they know well</p> <p>Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story</p> <p>Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them</p> <p>Provide opportunities indoors and outdoors and support the different interests of children, e.g. in role-play of a builder's yard, encourage narratives to do with building and mending</p> <p>Listen and understand what children want to create before offering suggestions</p> <p>Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners</p> <p>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them</p> <p>Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: "How does blue become green?"</p>
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Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts	
<p>How things work?</p> <p>How to build or construct a ...</p> <p>Moving to FS2</p> <p>Making up stories</p> <p>Favourites songs</p> <p>How to work together</p> <p>Using technology safely</p> <p>Successes and achievements</p> <p>Feelings and emotions</p> <p>Healthy and balanced diets</p> <p>Counting with accuracy</p> <p>Holding a pencil correctly</p> <p>How everyone is different</p>	<p>Visit local community</p> <p>Visit Museums, theatres, places of worship</p> <p>Visit FS2</p>	<p>Gruffalo</p> <p>The Gruffalo's child</p> <p>The Scarecrow's Wedding</p> <p>Handa's Surprise</p> <p>Walking Through the Jungle</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>Cinderella</p> <p>Little Red Hen</p> <p>Three Little Pigs</p>	
Supporting Your Child at Home		Vocabulary	
<p>Seesaw Activities - A variety of activities linked to our topics</p> <p>Letters and Sounds resources</p> <p>Blast- Reference Sheets sent home for discussion</p> <p>Marvellous Me</p> <p>How to pronounce sounds: https://www.youtube.com/watch?v=UCI2mu7URBc</p>		<p>rhyme</p> <p>alliteration</p> <p>grapheme</p> <p>phoneme</p> <p>culture</p> <p>narrative</p> <p>manipulation</p> <p>rhythm</p> <p>malleable</p>	<p>decode</p> <p>phonics</p> <p>blending</p> <p>segmenting</p> <p>scaffold</p> <p>tallying</p> <p>estimation</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES. Summer Term

Normanby Primary School

Year Group: Year FS1

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