

## Personal Social and Emotional Development

### Objectives:

Develop their sense of responsibility and membership of a community.  
Play with one or more other children, extending and elaborating play ideas.  
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  
Increasingly follow rules, understanding why they are important.

### Activities:

- Group construction opportunities e.g. building a greenhouse
- Small group talking - moving on to Reception
- Transition activities / social stories / visiting new class
- Zoo/ garden centre role-play area

## Communication and Language

### Objectives:

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Sing a large repertoire of songs.  
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.  
Develop their pronunciation but may have problems saying:  
some sounds: r, j, th, ch, and sh  
multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.  
Use longer sentences of four to six words.

### Activities:

- Learning new vocabulary through sharing stories and non-fiction texts. Also during activities such as discussing a butterfly life cycle/ how to make a puppet
- Theme-related songs and rhymes e.g. 'There's a tiny caterpillar', 'Wiggly Woo' and 'Walking through the Jungle'
- Answering 'why' questions about the class caterpillars
- Opportunities for imaginative play e.g. zoo themed role-play, garden centre role play
- Continuous provision based around SACRE Syllabus story – based around Jesus Calms the Storm (RE)

## Physical Development

### Objectives:

Use one-handed tools and equipment, for example, making snips in paper with scissors.  
Use a comfortable grip with good control when holding pens and pencils.  
Show a preference for a dominant hand.  
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  
Start taking part in some group activities which they make up for themselves, or in teams.

### Activities:

- Weekly PE (Fundamental Skills)
- Practising for Sports Day on the field/ astro pitch
- Access to the outdoor environment
- Daily opportunities for mark-making and name writing
- Handwriting practice
- Theme-related activities using tools such as making a stick puppet using scissors and glue
- Opportunities for fastening clothes items
- Fine motor activities such as using tweezers to collect 'small world' minibeasts

## Literacy

### Objectives:

Write some letter shapes correctly.  
Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'  
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
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.  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

### Activities:

- Daily Little Wandle Phonics session
- Daily Handwriting session
- Gross motor opportunities e.g. waving flags/streamers
- Mark-making opportunities – e.g. sand/mud/slime/ paper/ magnetic boards/ chalk boards, with fingers/paintbrushes/chalk/paint etc
- Pen and pencil opportunities in continuous provision
- Daily name mark-making
- Storytimes and songs/rhymes
- Reading for pleasure opportunities both indoors and outdoors
- Rhyming song and games
- Syllable clapping songs and games e.g. 'Hickety Pickety Bumble Bee'
- Alliteration songs and games
- Drawing & writing an alternative story ending for The Enormous Turnip

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|  |  |  | <ul style="list-style-type: none"><li>• Creating a labelled picture for the parts of a plant</li><li>• Writing a Hungry Caterpillar food diary</li><li>• Writing a fact file on butterflies</li><li>• Drawing minibeast/ animal pictures and labelling them with initial sounds</li><li>• Opportunities for reading and writing in both indoor and outdoor continuous provision</li><li>• Activities linked to our theme such as mark-making about animals and the life cycle of a butterfly</li></ul> |
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### **Trips/Visitors:**

**Minibeast hunting around school grounds**

**Trip to visit animals at the zoo/ farm**

### **Topic/Theme:**

## **Our Wonderful World: “Animals”**

### **Texts:**

**The Very Hungry Caterpillar  
Life Cycle of Butterflies  
Walking Through the Jungle**

### **WOW Moment:**

**Growing butterflies**

### **Theme Specific Vocabulary:**

**Night**

**Day**

**baby**

**caterpillar**

**butterfly**

**jungle**

**jungle animals**

### **Expressive Arts and Design**

#### **Objectives:**

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Take part in simple pretend play, using an object to represent something else even though they are not similar

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Listen with increased attention to sounds.

#### **Activities:**

- Continue to draw and paint faces with emotions inspired by Marlene Dumas
- Using loose parts in the home corner and texture kitchen to represent different objects in role-play
- Animal and minibeast small-word play opportunities
- Listening to animal sounds and matching to the corresponding animals
- DT – design and make puppets using different materials, textures and tools
- Music sessions = ‘Let’s Jam’ unit

### **Understanding the World**

#### **Objectives:**

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant.

Begin to understand the need to respect and care for the natural environment and all living things.

Continue developing positive attitudes about the differences between people.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue to make sense of their own life-story and history.

#### **Activities:**

- Continue to care for wild flowers planted in previous half term
- Continue to discuss the life cycle of a plant as wildflowers grow
- Caring for minibeasts on the school grounds
- Growing caterpillars and caring for them
- Talking about a butterfly’s life story/cycle and comparing it to their own – spotting the differences (History)
- Talking about the butterfly’s past (being a caterpillar) and their own past (being a baby)
- Exploring push/pull forces with pushing in seeds and pulling up weeds
- Using remote control cars – exploring electricity (Science)

### **Mathematics**

#### **Objectives:**

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).

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.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

#### **Activities:**

- Children recap the different pairs of numbers that make up 3, 4 or 5
- Children explore jumping along the number line to find what comes after
- Children count along the number track and fill in the missing number by identifying the number that comes after the numbers they know.
- Children sequence numerals to 5 by identifying what comes after each number.
- Children jump back along a number track to find the number that comes before a given number.
- Children identify the missing number on a number track by identifying what number comes before a given number
- Children count how many objects there are in a set and identify if there are enough of each object for everyone.

			<ul style="list-style-type: none"><li>• Children work out what number is represented by different counting cards and then sequence them.</li></ul>
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