

Personal, Social and Emotional Development

Jigsaw – Relationships

- My family and Me! - I can identify some of the jobs I do in my family and how I feel like I belong
- Make friends, make friends, never ever break friends! Part 1 – I know how to make friends to stop myself from feeling lonely
- Make friends, make friends, never ever break friends! Part 2 - I can think of ways to solve problems and stay friends
- Falling Out and Bullying Part 1 – I am starting to understand the impact of unkind words
- Falling Out and Bullying Part 2 - I can use Calm Me time to manage my feelings
- Being the best friends we can be - I know how to be a good friend

Knowing good personal hygiene and how to look after myself.

Physical Development

- Developing a strong pencil grip and fluent writing style with the correct formation and orientation of letters and numbers
- Balanceability programme for emergent bike riders
- PE programme:
- Can you move and run in different ways and at different speeds?
- Can you change the direction and speed with control? Can you throw a beanbag into a space?
- Can you run at different speeds over obstacles?
- Can you jump and land in different ways?
- Can you throw a beanbag accurately over a distance?
- Big play and construction, working in teams to create, negotiate and build

Communication and Language

Embedded throughout the day to day teaching

- Speaking and answering questions using full sentences
- Explicit vocabulary taught through talk through stories and topic lessons
- Using talk to organise thinking and explain how and why
- Expanding my ideas using a range of connectives such as ‘and’ or ‘because’
- Using talk to solve problems and share ideas

Literacy

RWI

- Daily progressive phonics

Key texts

- Caterpillar, Butterfly
- Dig, dig (dinosaurs)

With additional fiction and non-fiction texts to explore life-cycles and dinosaurs

Writing

- Letter formation and spelling words
- Writing short sentences using a capital letter and full stop
- Writing independently for pleasure linked to own interests
- Writing labels (e.g for plants)

Understanding the World

- Forest School – exploring the world around us (Spring into Summer seasonal learning)
- Planting seeds to observe growth over time – Growing sunflowers – creating a Foundation garden
- I can draw simple information on a map
- Understanding the life cycle of specific minibeasts and how they change over time.
- What are the different stages of life?
- What do they eat?
- Sequencing life cycles
- What flora and fauna do we have on our school grounds – how can we care for them?

RE- What makes the world special

Thinking and Doing

- Indoor and Outdoor activities planned to enhance skills and children’s interests

Woodlands Explorers



Summer term 1

Expressive Arts and Design

Creating symmetry butterflies

Making dinosaur skeletons using chalk/white pipe cleaners

Making clay fossils to then hunt/dig for in the sand pit.

Exploring the work of Andy Goldsworthy (nature inspired art)

Creating storylines in play.

I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody.

Maths

NCTEM – number fluency – subitising, counting beyond 20, recalling number bonds, linking number symbols with values.

Power Maths:

Week 1: Comparing numbers to 10.

Week 2: Addition to 10

Week 3: Number bonds to 10.

Week 4: Measure (length, height and weight).

Week 5: Subtraction

