



Redscope Early Years

Summer 1

Our World

Communication and Language

- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Enjoy listening to longer stories and can remember much of what happens.

As our Talk 4 Write rhyme this term is "Incy Wincy Spider" the children will be learning this rhyme in more depth and be able to have an understanding of some of the words. We will be discussing some of the children's favourite stories by asking some questions about the characters and story.

We will build on our sentences, adding in words to make our sentences longer.

Key Vocabulary

lots, bottom and empty are our concept cat words. climb, water spout, down, rain.

Maths

- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
 - Notice patterns and arrange things in patterns
 - Understand position through words alone - for example, "The bag is under the table," - with no pointing
- As the children develop their counting skills, they will gain a better understanding of quantity. We will be discussing the different patterns that we see every day. We will be encouraging children to recognise and arrange every day resources like blocks, beads, fruit, into patterns. As we look into some minibeasts we will also be discussing their patterns and count their features. The children will be developing their understanding of positional language through every day experiences and games.

Key Vocabulary

stripes, spots, on top, under, beside,

Literacy

- Enjoy sharing books with an adult.
- Enjoy drawing freely.
- 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.

We will encourage children to listen to a story with an adult, gradually building the time up. Opportunities for independent mark making are available in most areas of the playroom. Children are encouraged to mark make their own name on pictures and experiences will be provided to develop mark making.

Key Vocabulary

draw, write, shopping list,

Understanding the World

Explore natural materials, indoors and outside.

- Understand the key features of the life cycle of a plant and an animal.

As we start to plant seeds in our garden, we will be learning how to care for these. As we notice some changes and signs of spring in the garden we will be talking about our outdoor environment. We will start to have a look into the lifecycle of some animals such as butterflies and frogs.

Key Vocabulary

Plant, seed, bulb, grow, leaves, caterpillar, cocoon, butterfly, tadpole, froglet, frog

Personal, Social and Emotional

- Feel strong enough to express a range of emotions.
- Be increasingly able to talk about and manage their emotions.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them

As we have new children joining REY this half term, they will begin learning our rules and routines of the playroom. Children will be encouraged to follow these rules as we talk about them daily. Children will be encouraged to discuss their emotions verbally and using Makaton. As part of our routine, children are encouraged to put their name card up on our emotions board when they come in at the beginning of the session..

Expressive Arts and Design

- Move and dance to music.
- Explore a range of sound-makers and instruments and play them in different ways.
- Explore different materials freely, to develop their ideas about how to use them and what to make

We will encourage the children to continue to develop their love for mark making using various materials. Children will be encouraged to choose their own collage materials to create images. Children will create their own musical instruments using junk modelling items and then during sessions as music and instruments. We will be learning some new songs and move our bodies to the music.

Key Vocabulary

Draw, make, create, build, shake, beat,

Key Vocabulary

Listening ears, kind hands, walking feet, talking voices, sharing and caring.

Physical

- Develop manipulation and control.
- Explore different materials and tools
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

The children will continue to develop their gross motor skills on a daily basis in the garden. We will be using the PE hall in school on a Tuesday morning.

Key Vocabulary

move, body, jump, walk, march, jump, start, stop

How can you help at home?

- Share a bedtime story with your child. When you have read the story - can your child talk about what has happened. Please see 3 Read Approach information leaflet in your child's bookbag.
- Keep your sentences short to your child, gradually build up with time.
- Encourage your child to be more independent. Let them try to put on their shoes themselves before helping them. You may be surprised what they can do independently.
- Give your child opportunity to mark make and create images. Can you mark make using flour/salt? Can your help you to write a shopping list to take to the supermarket with you? Tick off some items as you find them.
- When picking your child's clothes, can you talk about the patterns you can see? Are they wearing striped socks? Can they make a pattern using fruit - apple, banana, apple, banana, apple, banana
- Encourage your child to walk independently for the short distances that you may usually use a pram.
- Continue to encourage your child to become familiar with the toilet and give lots of praise when using the toilet.