



Redscope Early Years

Summer 1

Our World

Communication and Language

- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Start to say how they are feeling, using words as well as actions.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.

The children will be developing their communication and language every day as they engage with each other and staff. Children's language will be extended during conversations with staff. Within small groups, we will be discussing how we are feeling within a range of situations. As we learn some new words, the children will be encouraged to clap the syllables and expand on their vocabulary. We will learn some new nursery rhymes with the help of pictures for our Talk for writing text. A range of relevant stories will be on offer for the children to read with an adult and listen to throughout the session.

Key Vocabulary

expanding and praising all communications, encouraging children to use their words/gesture and repeat the correct word, emotional language - happy, sad, excited, tired

Maths

- Complete inset puzzles.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Notice patterns and arrange things in patterns
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Children will be encouraged to use inset puzzles at small group times and during free flow play. We will be exploring patterns and introducing a range of minibeads that have spotty and stripy patterns. Activities will be planned to develop children's number knowledge and build on this. During various points during the sessions, children will be encouraged to count in every day contexts.

Key Vocabulary

numbers 1-10, pattern, stripes, stripy, dots, 'spotty', 'blobs'

Literacy

- Pay attention and respond to the pictures or the words.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.

Through small group work, children will be looking at pictures and encouraged to have a look at what they can see in the picture. Children will be encouraged to mark make on their own artwork and creations.

Our Talk 4 Writing text this half term will be "Incy Wincy Spider. We will look at the rhyme in depth and some of our experiences will be linked to the rhyme. Logos and different print will be available around the room, linking to home to encourage children to develop their awareness of environmental print.

Key Vocabulary: discussing what we can see, Incy Wincy Spider, logos, drawing, mark making

Understanding the World

- Explore natural materials, indoors and outside.
- Repeat actions that have an effect

As we explore our garden environment, we will look for some different natural materials, exploring habitats and the minibeads which live here. Children will be encouraged to repeat actions that have an effect during games and interactions with each other. We will use some recycled items to create models and music shakers, touching on the importance of recycling.

Key Vocabulary

indoor, outdoor, insects, minibeads names, habitats

Personal, Social and Emotional

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Find ways of managing transitions, for example from their parent to their key person.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.

Expressive Arts and Design

- Explore a range of sound-makers and instruments and play them in different ways.
 - Start to make marks intentionally.
 - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Children will have the opportunity to use different parts of their body to paint with a range of colours, learning about the result of mixing the colours. Children will be encouraged to create their own

<ul style="list-style-type: none"> • <i>Develop friendships with other children.</i> • <i>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</i> • <i>Learn to use the toilet with help, and then independently</i> <p>As we welcome some new friends into REY, we will be encouraging them to create some new friendships. They will learn to follow our rules and routines as we build relationships with them and their families. We will be continuing to support our children with their toileting journey, alongside what parents are doing at home. We will be continuing to encourage our children to be independent as possible, particularly at points such as snack. As some of our children will be moving up to Clever Kittens, we will begin to visit their outdoor area and room.</p> <p><u>Key Vocabulary</u> Happy, sad, name, friends, kind hands, walking feet, talking voices, listening ears, caring & sharing</p>	<p>images and mark make, indoors and out. Mark making will be encouraged in sand, soil, paper & gloop. Children will be given the opportunity to try to copy and draw their own version of mini beasts. We will use a variety of recycled materials to create sound shakers and musical instruments. We will then use these when we sing and dance.</p> <p><u>Key Vocabulary</u> Painting, drawing, mark making, brush, sponge, feel, apron, junk model</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> • <i>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</i> • <i>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i> • <i>Develop manipulation and control.</i> • <i>Explore different materials and tools.</i> <p>We will be encouraging the children to be more independent throughout the sessions. We will be continuing to develop fine motor skills and using a range of one handed tools to enable children to show a more dominant hand. This develops the small muscles in a child's hands which lays the foundations for early writing skills. Children will be given the opportunity to explore with playdough, gloop and clay to develop their manipulation in their finger muscles</p> <p><u>Key Vocabulary</u> your turn, my turn, pour, fill your cup, cut, scoop, push, twist,</p>	
<p><u>How can you help at home?</u></p> <ul style="list-style-type: none"> • 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. • Can your child help you with chopping up some fruit for a snack? Can they hold the knife safely with one hand? • When picking your child's clothes, can you talk about the patterns you can see? Are they wearing striped socks? Can they hunt around the house for other pattern items? • Continue to encourage your child to become familiar with the toilet and give lots of praise when using the toilet. • Point out different logo's on food items, household items, bus numbers, house door numbers, road signs. This helps your child notice print. 	