



# Redscope Early Years

## Summer 1

### Our World

#### Communication and Language

- Use the speech sounds p, b, m, w.
- Are usually still learning to pronounce: multi-syllabic words such as 'banana' and 'computer'
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
- Is the child using prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.
- Is the child using pronouns ('me', 'him', 'she'), and using plurals - these may not always be used correctly to start with.

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, sounding each syllable.

During small group times, children use objects from sound pots to develop their speech sounds within games such as Kim's game.

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,

#### Maths

- Compare amounts, saying when they have the 'same' number of objects.
  - Compare sizes, etc. using gesture and language - 'big', 'small', 'little', 'bigger' etc
  - Notice patterns and arrange things in patterns.
- We will be exploring patterns and introducing a range of minibeasts that have spotty and stripy patterns. During maths group times and session, children will begin to explore pattern, creating some of their own simple patterns. As we learn about some different minibeasts, we will be using size comparison language.

#### Key Vocabulary

longer, shorter, big, small, tall, short, wide, pattern, stripes, stripy, dots, 'spotty',

#### Literacy

- 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.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Repeat words and phrases from familiar stories.

Props from familiar stories will be available and part of group times to encourage the children to retell familiar stories.

Children will be encouraged to mark make on their own artwork and creations. Children will be provide with alternative ways to mark make indoors and out.

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, characters in familiar stories

#### Understanding the World

- Make connections between the features of their family and other families.
- Explore and respond to different natural phenomena in their setting and on trips.
- Notice differences between people.

As we explore our garden environment, we will look for some different natural materials, exploring habitats and the minibeasts which live here.

Children will be encouraged to repeat actions that have an effect during games and interactions with each other. As we introduce new families we will add to our family tree, discussing our own families as we look at images of these.

#### Key Vocabulary

indoor, outdoor, insects, minibeasts names, habitats

#### Personal, Social and Emotional

- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Grow in independence, rejecting help, sometimes this leads to feelings of frustration and tantrums.

#### Expressive Arts and Design

- Make rhythmical and repetitive sounds.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Use their imagination as they consider what they can do with different materials.

<ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Play with increasing confidence on their own, because they know their key person is nearby and available.</li> </ul> <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.</p> <p>We will be continuing to encourage our children to be independent as possible, particularly at points such as snack</p> <p>As some of our children will be moving up to Clever Kittens in September, we will begin to visit their outdoor area and room.</p> <p><u>Key Vocabulary</u></p> <p>Happy, sad, name, friends, kind hands, walking feet, talking voices, listening ears, caring &amp; sharing</p>	<ul style="list-style-type: none"> <li>• Make simple models which express their ideas.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul> <p>Children will be encouraged to create their own images and mark make, indoors and out. Mark making will be encouraged in sand, soil, paper &amp; gloop. Children will be given the opportunity to try to copy and draw their own version of mini beasts.</p> <p>Through the use of instruments, we will create rhymical and repetitive sounds. Using a range of materials such as constructions blocks &amp; creative resources, large/small boxes, children will be encouraged to create different models.</p> <p><u>Key Vocabulary</u></p> <p>Painting, drawing, mark making, brush, sponge, feel, apron, junk model</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> <li>• Independently use ropes and swings (for example, tyres, swings).</li> <li>• Show an increasing desire to be independent, such as wanting to dress or undress.</li> <li>• Use large and small motor skills to do things independently, to put own coat on and off</li> <li>• Enjoy starting to catch balls.</li> <li>• Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</li> </ul> <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></p> <p>your turn, my turn, pour, fill your cup, cut, scoop, push, twist,</p>	<p>As we have some children settling into REY, we like to limit the amount of visitors we have to ensure they settle well.</p> <p>Towards the end of the half term, we will have stay &amp; play sessions for parents/grandparents to be able to join us.</p> <p>Dates for these are still to be confirmed</p>
<p><u>How can you help at home?</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Keep your sentences short to your child, gradually build up with time.</li> <li>• 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.</li> <li>• 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?</li> <li>• Continue to encourage your child to become familiar with the toilet and give lots of praise when using the toilet.</li> <li>• Point out different logo's on food items, household items, bus numbers, house door numbers, road signs. This helps your child notice print.</li> </ul>	