



Redscope Early Years

Summer 2

Jungle Journey

Communication and Language

- Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"
- Is the child using prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. still learning to pronounce: * l/r/w/y * f/th * s/sh/ch/dz/j.
- Linking up to 5 words together?
- Usually still learning to pronounce: multi-syllabic words such as 'banana' and 'computer'

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. During small group times we will be looking at pictures from home and encouraging the children to talk about the actions they can see happening from a still image.

We will develop children's understanding on prepositions, while playing games such as hide and seek with objects and during small group games. Children will be encouraged to extend their sentences.

Key Vocabulary

expanding and praising all communications, encouraging children to use their words/gesture and repeat the correct word,

Literacy

- Develop play around favourite stories using props.
- Ask questions about the book.

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 "Jack and Jill" We will look at the rhyme in depth and some of our experiences will be linked to the rhyme. We will also be focussing on the story "Dear Zoo"

During the session and at group times, children will be encouraged to ask questions about the books and what they think might happen in the book.

Key Vocabulary: discussing what we can see, Jack and Jill characters in familiar stories

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.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

As we welcome some new friends into REY, we will be encouraging them to create some new friendships. They will

Maths

- Notice patterns and arrange things in patterns.
- Compare amounts, saying when they have the 'same' number of objects.
- Complete inset puzzles.

We will be exploring patterns and introducing a range of jungle animals 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 share items in small groups, children will be developing their awareness of amounts and having the same amount. A range of inset puzzles will be available throughout the sessions. Children will use personalised jigsaw puzzles to solve puzzles.

Key Vocabulary

same, more, less, amount, pattern, stripes, stripy, dots, 'spotty',

Understanding the World

- Make connections between the features of their family and other families.
- 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.

As we look at a variety of images from home and our family tree there will be lots of discussions about our own families.

Key Vocabulary

indoor, outdoor, insects, minibeasts names, habitats, my house, family, mum, dad, brother, sister, cousin, baby

Expressive Arts and Design

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- 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.
- Make simple models which express their ideas.

Children will be encouraged to create their own images and mark make, indoors and out. Mark making will be encouraged in sand, soil, paper & gloop. Children will be

<p>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 & sharing</p>	<p>given the opportunity to try to copy and draw their own animals. As well as playdough we will be playing with a variety of materials such as gloop, clay, plasticine.</p> <p><u>Key Vocabulary</u></p> <p>Painting, drawing, mark making, brush, sponge, feel, apron, pull, mould, stretch, build</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> • <i>Show an increasing desire to be independent, such as wanting to dress or undress.</i> • <i>Use large and small motor skills to do things independently, to put own coat on and off</i> • <i>Independently use ropes and swings (for example, tyres, swings).</i> • <i>Enjoy starting to catch balls.</i> <p>We will be encouraging the children to be more independent throughout the sessions. Dressing up costumes are available and the children encouraged to try to put them on independently this half term. 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. When out in the front garden, we will be using the rope swing to develop children's core skills. During games we will be practicing catching balls of a various size with both hands.</p> <p><u>Key Vocabulary</u></p> <p>your turn, my turn, pour, fill your cup, cut, scoop, push, twist, catch, throw,</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. • 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. 	