

PHYSICAL DEVELOPMENT

In the summer term, children are encouraged to use a wider range of nature-based loose parts to create transient art. They describe the texture of clay and create different models and shapes using cutters.

They learn to more closely control movements and stroked made with paint brushes and other art tools when creating flower pictures and models. They use garden tools to plant and look after the plants.

The children use their whole bodies to demonstrate strength, balance and coordination when playing outdoors. They develop ball skills such as catching, throwing, kicking, aiming through PE lessons and when in the outdoor provision.

UNDERSTANDING THE WORLD

Children learn about plants and how to look after them. They take part in a scavenger hunt to find and take photos of different flowers, make daisy chains, list different coloured flowers, look for different shaped leaves, rub bark, and use paper and drawing resources to draw pictures of their favourite flowers.

They describe the life cycle of a butterfly, and how to stay safe in the sun, and will ask other investigative questions about the life cycles of other animals.

When participating and learning about Eid Festival, children are encouraged to draw cross-cultural links between festivals and religions, linked especially to their own experiences.

COMMUNICATION AND LANGUAGE

Children describe flower paintings and flowers found in the garden using an increasingly wide vocabulary. They share and identify non-fiction facts about plants, describe story lines linked to our Literacy texts, and tell stories based on 'flower' images.

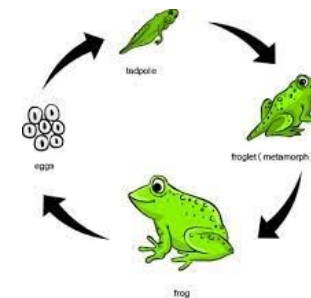
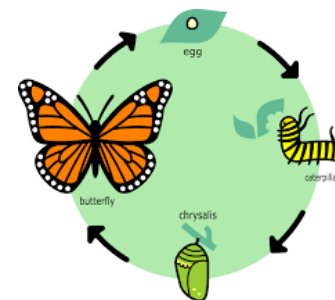
Children continuously build on their vocabulary, especially through the introduction of Grandpa Fantastic in our 'Write Stuff' literacy approach. They learn scientific new vocabulary related to the life cycle of different animals, Spring and the weather.

EXPRESSIVE ART AND DESIGN

Children use a range of tools and materials to represent flowers and plants. They experiment with design and texture to create art pieces for our Gallery Exposition.

By describing paintings from the Royal Academy (Monet, Van Gough), children are encouraged to share their opinions on the art of themselves and others.

By creating imprints in clay and mud art in the garden, the focus on art in nature is continued, while children use literacy and music to continue to develop confidence in performance and expression.



MATHS

Children continue to explore Maths in the environment through objects and concepts linked to our curriculum vocabulary and themes. In our daily lessons, we:

- Count to 20 and build numbers within 20 using number bond knowledge
- Combine two groups
- Add by counting on
- Double numbers
- Take away by counting back

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The class cooperatively plan a picnic event. They explore a range of team games outdoors for this, and practice listening to each other and valuing everyone's opinions and views. The children work on their independence, resilience and perseverance when facing a challenge.

LITERACY

As an introduction to the whole school writing approach, we read "Jack and the Jelly Beanstalk" and break this down into plot points. In preparation for Year 1, the focus shifts to daily and more independent writing. Our next text, "On Sudden Hill" further embeds the idea of plot points, and the children also read, independently and with support, a range of non-fiction texts about minibeasts and Spring. They retell stories orally, and develop skills and strategies to build and write their own sentences. They read and spell selected key phonetically decodable vocabulary as well as non-decodable 'red' words.

