

PRIME AREA -PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT SUMMER TERM 2021- OUT AND ABOUT IN THE SUMMER-	
<p>SELF-CONFIDENCE AND SELF AWARENESS- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • CONFIDENT TO TRY NEW ACTIVITIES. • WILL SAY WHY THEY LIKE SOME ACTIVITIES MORE THAN OTHERS. • CONFIDENCE TO SPEAK IN A FAMILIAR GROUP. • WILL TALK ABOUT THEIR IDEAS AND WILL CHOOSE RESOURCES THEY NEED FOR THEIR CHOSEN ACTIVITY. • THEY WILL SAY WHEN THEY DO OR DON'T NEED HELP. 	<p>Welcome back children and new children and their families. Introduce new theme 'Out and about in the summer' Value for this term- 'Being adventurous' starting Saplings and Nursery-moving on to Lower School. Trying new things, going to new places. Introduce new story- Mr Gumpy's Outing in Nursery. Dinosaur Roar in Saplings. Provide resources and activities that follow the children's preferences and interests as discussed on home visits. Use garden resources to grow plants. Set up picnic sets. Explore the garden environment and new resources. Extend garden for two bubbles during Covid. Opportunities to try new areas since lockdown. Display photos of children with their families to support settling in. Children work in adult led focus groups- adult model, support with ideas and resources. Encourage children to access open ended activities- help children to distinguish between what they can and cannot access through clear labelling/red flags. Use resources to recreate different forms of transport, holidays, days out. Talk about days out and holidays.</p>
<p>MANAGING FEELINGS AND BEHAVIOUR- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • TALK ABOUT HOW THEY AND OTHERS SHOW FEELINGS. • TALK ABOUT BEHAVIOUR AND ITS CONSEQUENCES. • KNOW THAT SOME BEHAVIOUR IS IN UNACCEPTABLE. • WORK AS A GROUP/CLASS UNDERSTANDING AND FOLLOWING RULES. • ADJUST BEHAVIOUR IN DIFFERENT SITUATIONS. • COPE WITH CHANGES TO ROUTINE. 	<p>Discuss feelings at key group times eg get together times, circle time, through stories and role play and activities such as roll a ball. Learn to be sun safe- using cream, wearing hats, staying in the shade. Discuss behaviour at key group times eg get together time, circle time, through stories. Revisit or introduce rules, expectations. Using the bathroom- hand washing etc Support new children with day-to-day routines. Talk about garden rules in summer and restricted areas. Involve children in values board. 'Being Adventurous' discuss when it's safe to be adventurous-keeping safe-stranger danger. Encourage 'have a go' attitude. Working 'Out in The Garden' Spring Caring for plants, new life, Spending more time in the garden. Talk about the need for fresh air.</p>
<p>MAKING RELATIONSHIPS EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • PLAY CO-OPERATIVELY AND TAKE TURNS. • TAKE INTO ACCOUNT OTHERS IDEAS • SHOW SENSITIVITY TO THE NEEDS OF OTHERS AND FEELINGS. • FORM POSITIVE RELATIONSHIPS WITH OTHERS 	<p>Play games in key groups/focus times- Taking turns starting to understand others have feelings/needs. Working together on constructing and using modes of transport. This terms Value 'Being Adventurous'-meet new friends, try something new. Share achievement tree comments. Discuss feelings at key group times eg get together time, circle time, through stories and role play. Discuss, own needs/interests, discuss holidays, family events in circle/key group time. Observe children's interests/needs/strengths/learning styles –plan activities from this.</p>

PRIME AREA – COMMUNICATION AND LANGUAGE SUMMER 2021 OUT AND ABOUT IN THE SUMMER	
<p>LISTENING AND ATTENTION EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • LISTEN ATTENTIVELY IN A RANGE OF SITUATIONS. • LISTENS TO STORIES ACCURATELY ANTICIPATING EVENTS AND RESPONDS WITH COMMENTS, QUESTIONS OR ACTIONS. • LISTENS AND RESPONDS TO OTHERS WHILE ENGAGED IN AN ACTIVITY. 	<p>Introduce core story for the term- 'Mr Gumpy's Outing' in Nursery. 'Dinosaur Roar' in Saplings Role play story, use props to retell story, make key group books relating to core story. Tell stories indoors/outdoors, Set up story trail in the garden using story pictures, use props around the garden. In forest school use senses to explore the spring /summer environment. Display picture and language relating to main stories- Mr Gumpy's Outing/Dinosaur Roar- use story props. Share other stories that relate to the story- 'family walks, days outtrips to seaside, farm, park Read stories without pictures, listen to tapes. Share stories outside in the garden. Share rhymes with actions 'Out in the Garden' 'Mr Gumpy had a boat...' 'Big red double decker' transport rhymes, seaside etc. play with sounds Roaring, Animal noises etc.</p>
<p>UNDERSTANDING EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • FOLLOWS INSTRUCTIONS INVOLVING SEVERAL IDEAS OR ACTIONS. • ANSWERS HOW AND WHY QUESTIONS ABOUT EXPERIENCES AND IN RESPONSE TO STORIES OR EVENTS. 	<p>Revisit expectations, codes of behaviour in key groups. Write instructions for different activities, areas- hunts and trails in the garden. Make and look at maps –journeys. Give simple instructions to support putting on and taking off outdoor clothing. Reinforce toilet routines. Encourage children to think of a question/ ask questions in key group times. Model appropriate questioning in relation to story eg- Use how/why/where/who/what questions- older children use word cards to discuss stories. Relate to main stories' Who got in the boat next? What animal did they send next? Which Dinosaur comes next?</p>
<p>SPEAKING EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • EXPRESS SELF EFFECTIVELY SHOWING AWARENESS OF LISTENERS NEEDS • USES PAST/PRESENT AND FUTURE WHEN TALKING ABOUT EVENTS. • DEVELOP OWN NARRATIVE/EXPLANATION BY CONNECTING IDEAS OR EVENTS. 	<p>Key group discussions- circle, time Focus groups/Lift Off To Language. Invite children to come to the front and share experiences/interests/events- holidays, days out, walks. Extend vocabulary- place names, words related to zoo, rivers, days out, music, sports week Scribe children's narratives, explanations, and stories. Introduce new vocabulary relating to transport, places, summer, growing. Recall days out/holidays Use tapes, sound buttons, to record children's speech/play Do talking partners. Discuss what I did at the week end/on holiday. Talk about holidays, days out, and trips, discuss family events past future and present. Discuss sequence of growing, out and about in Biggleswade etc Organise, sequence and clarify thinking, ideas feelings and events, -Share 'out and about bags' in key groups'</p>

PRIME AREA – PHYSICAL DEVELOPMENT SUMMER 2021-OUT AND ABOUT IN THE SUMMER	
<p>MOVING AND HANDLING EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • SHOWS GOOD CONTROL AND CO-ORDINATION IN LRG/SM MOVEMENTS • MOVES CONFIDENTLY IN A RANGE OF WAYS • SAFELY NEGOTIATING SPACE • HANDLES EQUIPMENT AND TOOLS EFFECTIVELY. • USES PENCILS EFFECTIVELY 	<p>Use large outdoor climbing equipment, bikes, blocks etc. Risky play, challenge children. Children use garden tools - Spring planting starts. Care for growing beds. Forest School- use tools, build dens, follow trails etc-relate to core story 'Mr Gumpy' 'Dinosaur Roar' Build assault courses using blocks, sm equipment etc Develop self awareness through physical action- exercising, aerobic, yoga. Participate in Sports week, climbing, jumping, assault courses Play active games eg stuck in the mud, Use different actions/forms of movement eg 'can you move like a train, row a boat, fly like a plane. Sing 'Down at the station'. Slither like a snake, hop like a kangaroo, stomp like a Dinosaur Older children learn how to use stairs safely, support in queuing situations eg waiting to wash hands, lining up. Saplings access and become familiar with the garden environment, uneven ground, tree branches etc start with small garden build up to visits to woodland. Use hand tools in woodwork, cutting, sewing, at the modelling table, cooking and gardening. Children learn about safety and taking care of themselves through using tools in woodwork. Planting- using garden tools. Access writing area; provide writing tools, clipboards outside. Encourage writing name on work, or making labels. Write on outdoor blackboards for turn taking etc Writing in role-play- ticket office for journeys, café, garden centre, camp site, ice cream shop, seaside, cinema. Funky Fingers- develop fine motor skills. Sensory play,</p>
<p>HEALTH AND SELF-CARE EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • KNOWS AND TALKS ABOUT IMPORTANCE OF GOOD HEALTH/PHYSICAL EXERCISE/ HEALTHY DIET/KEEPING SAFE. • MANAGES OWN BASIC HYGIENE/ PERSONAL NEEDS EG DRESSING/TOILET 	<p>Display healthy food/drink near drinks area. Support Saplings/younger children with independence with drinking, snack etc. Grow and eat summer foods. Older children learn about food groups and exercise. Participate in sports week Discuss health and safety issues (not running indoors etc) in keygroups, circle time etc Grow food, prepare, cook and eat. Summer diet- eating crops from the garden. Picnics in the garden. Encourage discussion about healthy food during snacks and mealtimes Encourage racing, timed activities outdoors- Use yoga exercise to warm up, stretch and relax in between bouts of sitting or activity. Try different activities/sports Support with toileting issues, hand washing at appropriate times. Encourage independence in putting on or taking off outdoor clothing, aprons etc Discuss keeping safe- hand washing, ,wearing suncream/hats, drinking fluids.</p>

SPECIFIC AREA – LITERACY SUMMER 2021 OUT AND ABOUT IN SUMMER	
<p>READING EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • READ AND UNDERSTANDING SIMPLE SENTENCES. • DEVELOP PHONIC KNOWLEDGE TO DECODE REGULAR WORDS AND READ THEM ALOUD ACCURATELY. • READ SOME COMMON IRREGULAR WORDS. • THEY DEMONSTRATE UNDERSTANDING WHEN TALKING WITH OTHERS ABOUT WHAT THEY HAVE READ. 	<p>Introduce core story- Mr Gumpy's Outing in Nursery. Dinosaur Roar in Saplings discuss pictures, the plot, characters ask questions. Use characters from farm/zoo related to core stories. Display and use stories and information books related to theme, children's interests. Seasonal change, new life, visits to farm/zoo, garden, seaside, transport etc Use books in all areas, displays etc. Develop outdoor reading area as weather improves. Use book language eg author, title, cover, blurb etc Make class books for each group. Relate to Dinosaur Roar/Mr Gumpy's Outing Provide a print rich environment- Dinosaur Roar/Mr Gumpy's Outing Use labels on walls, displays, use repeated language throughout school, and encourage children to help with labels and to read them. Use descriptive language relating to theme, Explore new vocabulary- summer, holidays, place names etc Children name cards made readily available- play name recognition games in key groups. Develop interest in rhyme through songs, poems, stories- rhyme for the term- sing songs related to growing, gardens, travel, farm animals etc. Use ICT to support reading Gifted and Talented children access reading scheme as appropriate. - sounds write programme/Jolly phonics/ Younger groups work on meaningful letter sounds- initial letters of key group. Display alphabet related to garden, Dinosaur Roar/Mr Gumpy's Outing,</p>
<p>WRITING EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • USE PHONIC KNOWLEDGE TO WRITE WORDS. • WRITE COMMON WORDS. • WRITE SIMPLE SENTENCES WHICH CAN BE READ BY THEMSELVES AND OTHERS. 	<p>Provide wide range of writing/mark making/sensory resources in all areas. Funky Fingers- fine motor skills. Encourage younger children to use activities that support fine motor skills eg tactile table, cutting, threading etc Encourage have a go writing. Encourage children to write labels for plants, role play tickets etc Adults model/scribe children's words in role-play, small worlds etc. Children write names on work, write labels and captions for displays, models etc Discuss and use punctuation, capitals etc when modelling/scribing/sharing stories. Use writing in role-play- ticket office for journeys, café, florist, camp site, ice cream shop, seaside, cinema. Provide magnetic/ wooden letters for word building. Play with letters. Make simple maps- journey map lists, books, tickets, signs, badges etc Older children access writing daily- white board/have a go books/ writing sounds write- adult model writing daily- Sing alphabet song on a regular basis. Play rhyming/ alliteration games- relate to Mr Gumpy/Dinosaur Roar- the calf eats custard, the pig eats peas etc Stanley Stegosaurus, stomping Stegosaurus etc</p>

SPECIFIC AREA – MATHEMATICS SUMMER 2021 OUT AND ABOUT IN THE SUMMER	
<p>NUMBERS- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • COUNT RELIABLY 1-20 • ORDER 1-20 • 1 MORE/LESS • USE QUANTITIES AND OBJECTS • ADD AND SUBTRACT SINGLE DIGITS-COUNT ON AND BACK • SOLVE PROBLEMS – DOUBLING/HALVING/ SHARING 	<p>Use numbers, mathematical language in key group time eg counting and sharing out apples, counting children footballs, ticket numbers, beats in music etc Categorise- zoo/farm animals, coloured flowers Use number lines and displays indoors and out- relate to theme- animals, flowers, transport, ice creams. Use number labels on games, in role-play price lists in, ticket office for journeys, café, music shop, pet shop, camp site, ice cream shop, seaside, cinema. Share songs, rhymes and stories relating to numbers. 5 ice creams in the ice cream shop. Play number games indoors and out eg skittles, darts, lotto, bingo, hunts Use Numicon to support number work. Learn Numicon Seaside songs. Use number puzzles. Play number games. Use number tiles indoors and out. Play with numbers. Solve number problems, sharing out apples, toys. Use language such as, add, takeaway, one more/less, double, check etc-use real/meaningful situations. Opportunities to categorise- sorting toys, nesting toys. – sort seeds, cars, summer clothes for teddy. Plates for picnic. Talk about quantity- 'who has the most?' 'Please give me one ice cream, two cones' 'How many cars have you got?'</p>
<p>SHAPE, SPACE AND MEASURE EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • USE EVERYDAY LANGUAGE TO TALK ABOUT SIZE/WEIGHT/ CAPACITY/POSITION/ DISTANCE/TIME/MONEY • COMPARE QUANTITIES AND OBJECTS AND TO SOLVE PROBLEMS. • RECOGNISE, CREATE AND DESCRIBE PATTERNS • EXPLORE CHARACTERISTICS OF EVERYDAY OBJECTS AND SHAPES- • USE MATHEMATICAL LANGUAGE 	<p>Use puzzles, small world, games, woodwork, cooking, gardening, Forest School activities to relate to size, weight, position, distance, time, money and quantity. Categorise-opposites- long/short dinosaurs Use displays, books, stories and rhymes. Use mathematical language in role play- use money in shop, numbers in price lists Provide range of containers/resources in sand and water, soil in plant pots tactile table- Use scale, tapes, rulers, hands etc to measure/weigh- use shells for weighing, large sand scales Make/use/play with patterns, go on pattern hunt, sewing, creative activities at the table using a range of mediums. Mark making in sand, foam. Using pegboards etc . Making patterns with natural resources and looking for them in the natural world. Use 3D/2D shapes- blocks- small and large to create, puzzles, collage, printing, lightbox resources, box modelling. Build train, boats with blocks, use large boxes. Make ice cream cones, spheres of ice cream etc Use timers for racing, timing activities. Talk about past/present events. Passing time-relate to growing, etc.</p>

SPECIFIC AREA – UNDERSTANDING THE WORLD SUMMER 2021 OUT AND ABOUT IN THE SUMMER	
<p>PEOPLE AND COMMUNITIES- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> TALK ABOUT PAST/PRESENT EVENTS IN OWN LIFE AND FAMILY MEMBERS. TO KNOW OTHER CHILDREN DON'T ALWAYS HAVE THE SAME THINGS AND ARE SENSITIVE TO THIS TO KNOW SIMILARITIES AND DIFFERENCES BETWEEN THEMSELVES AND OTHERS, AMONG FAMILIES, COMMUNITIES AND TRADITIONS. 	<p>Discuss holidays, events, and experiences in key groups, circle time. Days out, holidays, Show and tell. Encourage children to send post cards, send photos via Tapestry relating to holidays and days out.</p> <p>Share achievement leaves and display. Participate in fundraising events. Share different cultures, traditions and events through role play, discussions, displays, May day, Picnics, carnival</p> <p>Discuss green issues eg recycling, composting, travelling to school, saving water etc Look at the work of train drivers, ticket collectors, farmer etc. Celebrate sports/music week- invite parents in to share their talents via Tapestry</p>
<p>THE WORLD- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> KNOWS SIMILARITIES AND DIFFERENCES IN RELATION TO PLACES, OBJECTS, MATERIALS AND LIVING THINGS. TALKS ABOUT FEATURES OF OWN IMMEDIATE ENVIRONMENT AND HOW ENVIRONMENTS MIGHT VARY FROM ONE ANOTHER OBSERVES ANIMALS AND PLANTS AND EXPLAINS WHY SOME THINGS OCCUR, TALKS ABOUT CHANGES 	<p>Explore garden environment through gardening and Forest School. Prepare garden for growing and plant in spring. Care for and pick crops.</p> <p>Display and discuss and use range of artefacts, objects and materials- use mud kitchen Use fiddle box share holiday and visits, artefacts. Discuss days out.</p> <p>Do gardening, seasonal walks, Spring/summer Walk looking for changes/signs - Forest school activities? Make simple maps . scavenger hunts,</p> <p>Observe birds/ minibests small mammals that visit garden.- Seaside creatures, zoo/farm animals</p> <p>Explore the seasons in detail – sing 'Out in the Garden'-use sign language. Explore the garden environment. Mini beast hunts</p> <p>Refer to green issues- putting apple cores in compost bins, spreading compost etc recycling collection Observe features of Biggleswade/carnival. Update Biggleswade book. Rivers, jungles</p>
<p>TECHNOLOGY- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> RECOGNISES THE RANGE OF TECHNOLOGY IN PLACES LIKE HOME AND SCHOOL SELECTS TECHNOLOGY FOR A PARTICULAR PURPOSE 	<p>Use toys, books with flaps etc. Use phones, keyboard in roleplay. Make own Dear Zoo book with flaps.</p> <p>Use computers, cameras, iPads and extend learning. Use Tapestry to record holidays, share photos.</p> <p>Use TV to display children at work, achievements, extend learning Use CD player, microphone for story telling and music time. Use programmable toys to support learning with direction, position, turn taking, order etc Access internet to find out more about, places, transport Use technology in cooking whisks, cooker, mixers etc make milkshake,</p>

SPECIFIC AREA – EXPRESIVE ARTS AND DESIGN SUMMER 2021 OUT AND ABOUT IN THE SUMMER	
<p>EXPLORING AND USING MEDIA AND MATERIALS- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • SINGS SONGS • MAKES MUSIC AND DANCE AND EXPERIMENTS WITH CHANGING THEM • SAFELY USES AND EXPLORES A VARIETY OF MATERIALS, TOOLS AND TECHNIQUES. • EXPERIMENTS WITH COLOUR, DESIGNING, TEXTURE, FORM AND FUNCTION. 	<p>Sing range of traditional, favourite and new songs, rhymes. Relate to theme. Out in the Garden, 5 ice creams, Numicon seaside songs, Mr Gumpy had a boat, dinosaur songs and Rhymes etc</p> <p>Display and make available wide selection of instruments indoors and out. Provide instruments, music CD's, DVD's scarves, rhythm sticks, ribbon sticks for dancing, indoors and out. May pole dancing, traditional country dancing.</p> <p>Celebrate Music week-invite parents in to share talents on Tapestry</p> <p>Build stage with blocks for performing on. Build a train, boat .</p> <p>Provide a wide range of resources, mediums and tools indoors and out to create. use spring /pastels, summer/hot colours, mix summer colours.</p> <p>Introduce new techniques, skills eg printing, colour mixing, mark making, clay work, woodwork, sewing, box modelling etc. Make forms of transport, pretend ice creams</p> <p>Provide tactile materials and tools- water, sand (wet/dry, indoors and out), dough, plasticine, clay, foam, etc. Use animals and dinosaurs with resources.</p> <p>Provide paints in ranges of colours and variety of brushes at easel/at the table on large paper outside- spring /pastels, summer/hot colours</p> <p>Build dens indoors and out. Use natural resources. Shells, sand, sticks,</p> <p>Use recycled resources- boxes, materials, wallpaper etc make models of transport, musical instruments,</p>
<p>BEING IMAGINATIVE- EARLY LEARNING GOAL-</p> <ul style="list-style-type: none"> • USE WHAT THEY HAVE LEARNT ABOUT MATERIALS AND MEDIA IN ORIGINAL WAYS, THINKING ABOUT USES AND PURPOSES. • REPRESENT OWN IDEAS, THOUGHTS AND FEELINGS THROUGH DESIGN AND TECHNOLOGY, ART, MUSIC, DANCE, ROLE-PLAY AND STORIES. 	<p>Provide opportunity to revisit activities, resources, mediums etc- keep planning flexible- put out resources to suit children's interests, enthusiasm.</p> <p>Provide free access to a wide range of resources, mediums and tools indoors and out to create. Use home corner, role-play areas to develop imagination.- Provide role play opportunities outside eg ticket office for journeys, café, music shop, pet shop, camp site, ice cream shop, seaside, cinema. Maypole.</p> <p>Make available a range of dressing ups, materials for role play. Provide appropriate items to relate to theme. Train drivers, tabards to sell ice cream, Set up props for role-playing story. Mr Gumpy's outing/Dinosaur Roar</p> <p>Use small world displays farm –baby animals/spring. Miniature gardens, seaside scene, train journey, Jurassic scene for dinosaurs.</p> <p>Use imagination, design etc in Forest School activities. Use natural resources to create- shells, stones, seeds, sand</p> <p>Use range of instruments and listen to range of music of different genre- oh I do like to be beside the seaside, Music week- share parent's talents on Tapesrty</p>

	<p>Look at and display work of different artists.</p>
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