

Down in the Garden Summer Term

Acorn group

Communication and Language Development

- Enjoys listening to rhymes and stories and shows their enjoyment by joining in with actions or sounds/words
- Begins to respond to familiar sounds around them
- Children begin to select familiar objects by name
- Can understand simple sentences
- Shows an understanding of 'who', 'where', 'what' in questions
- Can copy simple expressions and phrases that are familiar to them
- Beginning to ask simple questions and then gaining confidence to ask a variety of questions
- Uses everyday words with growing confidence
- Uses language to share feelings and thoughts

Knowledge and Understanding of the World.

- Begins to learn they have similarities and differences from others
- Begins to have their own friends
- Notices detailed features of their environment
- Enjoys playing with small world toys such as the minibeasts
- Is interested in toys with buttons and flaps and begins to learn how to use them
- Beginning to talk about some of the features they have noticed in their environment

Creative Development.

- Begins to move to music and join in with rhymes and songs
- Has their own favourite songs and enjoys singing them
- Shows interest in musical instruments and the sounds they make
- Enjoys exploring and experimenting with blocks to construct and colours
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

Physical Development

- Can run safely on whole foot
- Can kick a large ball
- Beginning to gain in confidence using the large play equipment especially outside
- Shows greater control and coordination in their movements
- Is able to balance blocks when building
- Is showing greater confidence and control when using different resources such as jugs to pour and mark making tools.
- Starts to draw simple shapes and lines and may be showing a preference for a dominant hand
- Children can show control when feeding themselves with a spoon and drinks without spilling
- Begins to spot danger and will look for help from an adult
- Can put on or take off items of clothes with support
- Begin to recognise and tell an adult when they have a need to go to the toilet

Personal, Social and Emotional Development

- Enjoys playing with a familiar adult and will explore their environment on their own when feeling comfortable
- Is able to form special friendships with others and will seek others out in their play
- Begin to show care and concern for people who are special to them
- Starts to show their own interests and will explore resources in their familiar environment
- Can separate from main carer with encouragement with a familiar adult
- Starts to show awareness of their feelings and begins to respond to the feelings of others
- Shows some understanding and cooperation with boundaries and routines
- Beginning to select their own resources and use activities with help from others
- Begins to talk to others in play and will communicate happily about their own home

Literacy

- Some of the texts being used:
 - A seed in Need*
 - The Tiny Seed*
 - Jasper's Beanstalk*
 - Jack and the Beanstalk*
 - The Very Hungry Caterpillar*
 - The Very Busy Spider*
 - I Love Bugs!*
- Has favourite stories, rhymes or songs
- Will join in repetitive text in familiar stories
- Beginning to distinguish between the marks they make

Mathematical Development.

- Says some number names in sequence and then to 10
- Beginning to sort objects into different groups and match them
- Begins to understand that the amount of objects in a group will change when something is added or taken away
- Uses language such as 'more' and 'a lot' when looking at quantities
- Explores puzzles and jigsaws and fitting pieces into spaces
- Continue to notice simple shapes and patterns in pictures
- Continues to use language of size to describe objects
- Starts to anticipate different time-based events such as meal times

Communication and Language Development

- Continue to focus on Phase One Phonic programme
- Use talk to give meaning to, explain & to connect ideas
- Build up vocabulary & use widening range of words
- Joins in with repetitive text and begins to talk about key events in stories
- Can respond to simple instructions.
- Beginning to show awareness and understanding of 'why' and 'how' questions
- Can talk about events using a range of tenses and can retell a simple past event
- Beginning to use language to link their ideas together such as 'and', 'because'
- Continue to use language to imagine and recreate roles in play
- Can respond to simple instructions and is beginning to understand two - step instructions
- Beginning to show awareness of others ideas and starting to respond to the ideas of others expressed in conversation

Physical Development

- Move freely, expressing feeling, judging spacial awareness & showing respect for others personal space
- Show increasing control in holding position & using equipment to climb and move under, over and around
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Draws lines and circles using gross motor movements
- Beginning to hold their pencil between thumb and two fingers, no longer using whole-hand grasp and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Down in the Garden Summer Term

Oak group

Literacy

- Texts being used:
A seed in Need
The Tiny Seed
Jasper's Beanstalk
Jack and the Beanstalk
The Very Hungry Caterpillar
The Very Busy Spider
I love bugs!
- Children to learn different songs and rhymes
- Show awareness of rhyme & alliteration, enjoy rhyming activities
- Continue to listen with increasing attention, join in with stories & poems
- Describe story settings, characters and talk about events that happen
- Show interest, hold & handle books correctly & carefully
- Make marks and give meaning to those marks, beginning to use some recognisable letters.
- Begin to hear and say the initial sound in words.(Phase 1 phonics)
- Continue to explore the letters of their name and recognise their name

Knowledge and Understanding of the World.

- Show interest in the world they live in, question & comment on the natural world
- Show care for others and for living things and the environment
- Confidently operate simple equipment such as Beebots, iPads and CD players.
- Continue to talk about events that are special to them and their family
- Talk about ways which make them unique and recognise similarities and differences between themselves and others

Personal, Social and Emotional Development

- Is able to separate from carer with confidence
- Show acceptance of the needs of others and feelings of others and be aware of their own feelings.
- Share experiences, linking up for guidance and support
- Show willingness to tackle problems, take initiatives and manage developmentally appropriate tasks
- Show increasing independence in carrying out activities
- Beginning to initiate conversations with others and starting to show an interest in the ideas of others

Creative Development.

- Explores colour and how they can mix and change colours
- Beginning to construct with a purpose and idea in mind, using a variety of resources
- Introduces a storyline into their role play and small world play
- Plays alongside other children who are engaged in the same theme
- Plays cooperatively as part of a group to develop and act out a story or role play
- Enjoys singing songs and rhymes and making their own songs and dances

Mathematical Development.

- Count numbers in sequence to 10
- Counting objects to 10 by touch counting
- Beginning to match number cards to numbers and/or amounts.
- Beginning to recognise numbers 1-5 and then 1-10.
- Show interest in counting and in number problems
- Use language to describe length and height short/shortest/ tall/tallest...
- Recognise and talk about shapes in the environment & in construction activities, noticing similarities.
- Beginning to recognise quantities within groups of objects and talk about more/less/fewer.
- Confidently follow and use positional language (on, under, above, below, next to..)