

FSU Overview Summer 2-2017 Mixed Reception and Nursery Children (Not all children will participate in all groups and not all activities are shown)

(intended as a guide to activities/texts only - eventual coverage will depend upon children's interest and ability)

Due to space - all statements shown relate to 40 - 60 months, however 30 - 50 learning intentions will be met for the children working in this development area. If you wish to see a copy of 30 - 50 statements, see a member of staff.

Suggested Text Yucky Worms, The Very Busy Bee, The Hungry Caterpillar, There's no Ant in Anthony, The Very greedy Bee, The bad tempered ladybird, Yucky worms, Insect detective, The very busy spider

Physical Development Health and Self Care	PSED	Literacy		UNDERSTANDING THE WORLD People and places, The World, Technology			EXPRESSIVE ARTS AND DESIGN Exploring Media and Materials ,Being Imaginative		
Physical Development	Personal, Social, Emotional Development	Consolidation phase 2 3 phonics	Phase 4 said, so, have, like, some, come, were, there, little, one, do, out, when, what Blending adjacent consonants					Role Play/Nursery rhyme and story corner Art/DT Music	
See DM for all areas	Looking after creatures Being bad tempered and dealing with feelings	instructions habitat information Discuss characters/problem Sequencing Beginning to write a story		What fits in side the matchbox? Hunting for mini-beast/habitats finding out about slugs and snails (explore) finding out about caterpillars finding out about bees/ladybirds/worms habitats/plants/environment - in my garden/park.			Finger puppets (book) 3d mini beast clay/dough mini beast observational art wax resist symmetry butterflies	Snail trails spiral worms Snail shells stone ladybirds	Play dough worm measure (Bubble activities linked to obs and interests)
Communication and Language Whole Group	Maintain attention, concentrates and sits quietly during appropriate activity. Two channelled attention - can listen and do for a short span Responds to instructions involving a two part sequence Understands humour, eg nonsense rhymes and jokes Able to follow a story without pictures or props.			Listens and responds to ideas expressed by others in conversation or discussion Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences Link statements and stick to main theme or intention Use talk to organise, sequence and clarify thinking, ideas, feeling, intention Introduces a storyline or narrative into their play			Listen attentively in range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately while engaged in another activity. Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events. Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop own narratives and explanations by connecting ideas or events.		
Literacy focus activities REC Book Skills	Continue a rhyming string Hears and says the initial sound in words Segment the sounds in simple words and blend them together and know which letters represent some of them Link sounds to letters , naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoys and increasing range of books Knows that information can be retrieved from books and computers.			Gives meaning to the marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly an din sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.			Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Use phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular common words. Write simple sentence which can be read by themselves and others. Some words are spelt correctly and other are phonetically plausible.		
Mathematics REC (All or some objectives will be addressed, coverage will be adapted to meet the learning requirement of the children). Mathematics Space, Shape and Measures	Recognise some numerals of personal significance Recognise numerals 1 - 5 Count up to 3 or four objects by saying one number name for each item Counts objects which cannot be moved Counts out up to six objects from a larger group Selects the correct numeral to represent 1 - 5 and the 1 - 10 objects Counts an irregular arrangement of objects Estimates how many objects they can see and checks by counting them Uses the language of more and fewer to compare two sets of objects Finds the total number of items in two groups by counting all of them Says the number that is one more than a given number Finds one more or one less from a group of up to five objects then ten objects In practical activities and discussion beginning to use the vocabulary involved in adding and subtracting Records using marks that the can interpret and explain Begins to identify own mathematical problems base on own interests and fascinations			Beginning to us mathematical names for solid 3D and flat 2D shapes and mathematical terms to describe shapes Selects a particular named shape Describe their relative position such as behind or next to Orders two or three items by length or height Orders two items by weight or capacity Uses familiar objects and common shapes to create and recreate patterns and build models Uses everyday language related to time Beginning to use everyday language related to money Orders and sequence familiar events Measures short period of time in simple ways			Children count reliably with numbers from 1 - 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects they add and subtract two single digit number and count on or back to find the answer. They solve problems including doubling, halving and sharing. Children ruse everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		