

## Literacy

### Comprehension

Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.

### Word Reading

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

### Writing Composition

Narrative- Friendship Story-

To draw/paint/make a bear individually or in a small group. To be able to contribute orally to a short story about their bear.

### Writing Transcription

Use some of their print and letter knowledge in their early writing. Write some letters accurately.

### Phonics:

Phonemic awareness; alliteration for hearing initial sounds in words, memory, vocabulary and developing voice sounds

### Phonics books:

- I went to the Zoopermarket
- Hippo has a hat
- 5 Minutes to Bed
- Mrs Blackhat
- Bathroom Boogie
- The Wonkey Donkey

### 6 Rhymes:

- One finger one thumb keep moving
- Penguin dance
- A sailor went to sea, sea sea
- When you want to make a spell
- 10 green bottles
- The bear went over the mountain

### Language linked to

#### Concept Cat:

old  
over  
quick  
same  
short  
side

### Language linked to

#### literacy:

wonderful  
lovely  
short  
terrible  
sticky  
emergency  
mucky  
tail  
park  
paws

## Physical Development

### Gross Motor

- Children will know how to work together to carry large items such as planks of wood or hollow blocks.
- Use large-muscle movements to wave flags and streamers, paint and make marks- Squiggle programme

### Fine Motor

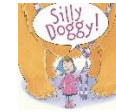
- Children will know how to use a comfortable grip when holding a pencil.
- Children will show preference for a dominant hand.

## 3-4 Years

### Medium Term Planning

#### Summer Term 1

#### 'Silly Doggy'



### Understanding the World

#### Past and Present

- Children will look at old teddy bears and compare them to new ones.

#### People, Culture & Communities

- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Look at where bears live in the world.
- Children name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing

#### The Natural World

- Explore how things work- wind-up toys, pulleys, sets of cogs with pegs and boards.
- Children will investigate light, dark and shadows. Use story 'Can't You Sleep Little Bear?'

### Personal, Social and Emotional Development

#### Self-Regulation

- Children will become confident with visitors in nursery.

#### Managing Self

- Children will make healthy choices about food.

#### Building Relationships

- Understand gradually how others may be feeling.
- Develop appropriate ways of being assertive.

## Maths

Number - Children will count in correspondence to 10.

Children will subitise to 3.

Numerical Patterns- Children will use language including light, heavy, full and empty.

Children will make shape pictures using a tangram.

Children will solve real world mathematical problems with numbers up to 5.

## Communication and Language

### Listening, Attention and Understanding

- Understand 'why' questions.
- Understand a question or instructions that has two parts.

### Speaking

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Use talk to organise themselves and their play.
- Children will know and retell the story 'Silly Doggy!'

## Expressive Arts and Design

### Creating with Materials

- Join different materials using paperclips
- Explore different textures
- Develop their own ideas and then decide which materials to use to express them.

-Draw with increasing complexity and detail, such as representing a face with a circle and including details.

### Being Imaginative and Expressive

-Create their own songs or improvise a song around one they know.

Topic song: How much is that doggy in the window?

- Improvise by changing pet name in song.
- Play instruments with increasing control e.g. rhythm, to express their feelings and ideas
- Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.