

## Outline Plan Summer 2015

Possible themes: 1 <sup>st</sup> half term – Changes in nature e.g. growing, planting, tadpoles, frogspawn Stories: Jack and the Beanstalk, Jim and the Beanstalk, Jasper’s Beanstalk, Titch, One Seed, The Trouble with Tadpoles, Tree, counting books 2 <sup>nd</sup> half term – Exploring change: eggs hatching, butterflies, tadpoles, moving schools/ classes. Stories: The Very Hungry Caterpillar, Little Bear and the Butterflies Ten Wriggly Caterpillars, Ed’s Egg, The Emperor’s Egg, Chloe’s Eggs									
Dates & themes (and significant festivals/celebrations/ religious events)	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Week	Focus
<b>Term 5</b> 13 – 17.4.15 Planning mtg 15.4.15  <b>Theme:</b> Changes in the world around us	Listen to what other children say before giving own ideas; be confident to speak about own interests and ideas	Extend vocabulary (e.g. types of plants, pond life); respond to instructions	Find out about and use garden tools safely and effectively	Use non-fiction books to find out about plants, growing things, frogs, Spring.	Recap of numbers (30-50 months): counting, matching to numerals, comparison of groups of objects	Planting, seasonal changes, frogspawn	Display work of other artists as inspiration for children’s own art (focus on nature) – combine media and create different textures	1	Planting, changes (UtW, Lit)
20.4 – 8.5.15 Planning mtg 6.5.15 (3 weeks)  <b>Theme:</b> Numbers are everywhere!	Use language to negotiate and make compromises	Create and use props in role play, to encourage language of pretending and make believe	What’s the Time Mr Wolf, One Two Buckle My Shoe, Hide and Seek, Hop Scotch (action games with number focus)	Understanding of story settings, characters, prediction of endings, joining in with refrains. Reading rhyming stories, extending rhyming strings, sorting groups of rhyming words	Counting objects to 10 and matching to numerals, estimating, recording amounts, compare groups, more/fewer/less, finding totals and taking one away.	Using ICT equipment to support and extend learning e.g. use 2 Simple Maths programs at group time, use Beebots with Maths focus on counting, ‘Compose’ program	Explore and compare sounds made by different instruments, tapping out rhythms, composing music	2	Number
								3	Number
								4	Rhyme
11 - 22.5.15 Planning mtg 20.5.15  <b>Theme:</b> Action rhymes, dance and movement  Bring and Share lunch 16.5.15 23.4 St George’s Day	Talk freely about own home and community; describe self in positive terms and talk about abilities	Oral storytelling (follow a story without pictures or props)	Throwing and catching, awareness of how to stay healthy (diet, sleep, exercise, hygiene)	Books with actions e.g. If You’re Happy and You Know It, Walking Through the Jungle	Data handling. Reinforcement of weeks 20.4-1.5 with particular focus on calculation.	Using ICT equipment to support and extend learning e.g. use Rhyme cd rom, talking postcards to record rhymes	Move rhythmically, develop repertoire of circle songs and dances, imitate and create movement in response to music	5	ICT
								6	Self-care; ball skills

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<b>Term 6</b> 3-12.6.15 Planning mtg 10.6.15  <b>Theme: Eggs</b>  INSET 2.6.15 3 – 12.6.15 Eggs arrive 8.6.15	Discuss behavioural boundaries in our school; show understanding of how own actions affect others	Respond to more complex instructions	<b>Experiment with different ways of moving, understand need for safety, practise safety measures without supervision, manage risks</b>	Writing (focus on breaking flow of speech into words, initial sounds): names, labels, messages. Scribe and display children's comments and drawings re eggs and chicks	Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways.	<b>Eggs!</b> Observe living things closely, talk about observations, develop understanding of growth and changes over time	Using instruments – tap out and make up repeated rhythms, explore different sounds	1	P.D.
								2	Chicks (UTW)
15 – 26.6.15 Planning mtg 24.6.15  <b>Theme: Chicks; Sharing and Taking Turns</b>  Ramadan begins sunset 17.6.15 (until 17.7.15)	Find peaceful ways to resolve conflict e.g. negotiate, compromise, take turns, share etc	Talk about things that have happened: organise, sequence and clarify thinking, feeling and events	Fine motor skills: use anticlockwise movement and retrace vertical lines, begin to form recognisable letters using effective pencil grip	Segmenting words	Time EYOs(Early Years Outcomes) as above. Shapes in environment, construction, select particular named shape	<b>Chicks hatching:</b> Observe living things closely, talk about observations, develop understanding of growth and changes over time. Find out about Ramadan	Respond to experiences with collage, drawings, model making; representation in art.	3	Chicks (UtW and EAD)
								4	PSED
29.6 – 10.7.15 Planning mtg 8.7.15  <b>Theme: Shape, pattern and symmetry</b>  Butterflies	Talk about own opinions e.g. Would You Rather...	Funny stories, rhymes and poems. 'Very Hungry Caterpillar' story	Letter formation	The alphabet (link sounds to letters)	<b>Use mathematical language to name and describe 2D and 3D shapes; Creating patterns</b>	Butterflies – look closely at similarities, differences, patterns and change	Creating textures	5	Maths
								6	Literacy
13 – 17.7.15  <b>Theme: Beginnings and endings</b>  18.7 Eid ul Fitr	Listen to one another in structured conversations (making relationships), prepare for changes	<b>Use language to imagine and recreate roles and experiences</b>	Observe effects of exercise on body, eat healthily (fruit and veg from garden)	Role play - use forms of speech influenced by experiences of books	Solve mathematical problems, record and represent numbers	Our school community and 'moving on' – leaving assembly, final group times etc	Initiate new combinations of movement and gesture, create movement in response to music, act out narratives as part of a group	7	PSED/ C&L/ EA&D

**Yellow = week one focus**    **Grey = week two**    **Blue = week three focus**