

2020-2021	Term 5	Term 6
Possible Topics also child interests	<p style="text-align: center;">Term 5 - Oh How we Grow Investigating growing, including life cycles</p> <p style="text-align: center;">Special interest sheets, completed by parents/carers, also inform planning and activities. This ensures the Unique Child is being recognised and encompassed within the setting.</p>	<p style="text-align: center;">Term 6 - Hooray for Fish Diving into the world under water.</p> <p style="text-align: center;">Exploring environmental issues and how we can make a difference GLD outcome observations and assessments</p>
Supportive Literature	<p>Mad about minibeasts, hungry caterpillar, monkey puzzle, Spinderella-maths problem solving link Spyder by Matt Carr Superworm by Julia Donaldson Zog Zog and the Flying Doctors</p>	<p>Hooray for Fish by Lucy Cousins The Singing Mermaid by Julia Donaldson What the Ladybird Heard at the Seaside by Julia Donaldson Rainbow Fish Fish who could Wish Commotion in the Ocean Mister Seahorse-Eric Carle The Snail and the Whale</p>
'Rhyme of the Week'	Weekly rhyme will have a direct link to the traditional tale read that week.	Rhymes which link to the celebrations we will be exploring
Communication and Language	<p>Independent Learning and Challenge <u>DM 40-60m Listening and Attention</u> Two-channelled attention - can listen and do for short span. <u>DM 40-60m Understanding</u> Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <u>DM 40-60m Speaking</u> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>Independent Learning and Challenge Transition <u>DM Listening and Attention</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <u>DM 40-60m Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events <u>DM 40-60m Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen</p>

	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><u>DM 40-60m Writing</u> 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 and in sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>DM 40-60m Writing</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p>Mathematics</p>	<p>Measure Addition / subtraction Recording <u>DM 40-60m Mathematics</u> Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p><u>DM 40-60m Shape, Space and Measure</u> Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>Problem solving Revisiting <u>DM 40-60m Mathematics</u> Children count reliably with numbers from one to 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 numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Early Learning Goal Children count reliably with numbers from one to 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 numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>DM 40-60m Shape, Space and Measure</u> Children use 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. Early Learning Goal Children use 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.</p>
<p>Understanding the World</p>	<p>Season: Spring News Pattern <u>DM 40-60m People and Communities</u> Enjoys joining in with family customs and routines. <u>DM 40-60m The World</u> Looks closely at similarities, differences, patterns and change. <u>DM 40-60m Technology</u> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Season: Summer, keeping safe in the sun Transition <u>DM 40-60m People and Communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>DM 40-60m The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>

		<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>DM 40-60m Technology</u></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Expressive Arts and Design</p>	<p><u>DM 40-60m Exploring and Using Media</u> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p><u>DM 40-60m Being Imaginative</u> Introduces a storyline or narrative into their 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 narrative.</p>	<p><u>DM 40-60m Exploring and Using Media</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>DM 40-60m Being Imaginative</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>