**Summer 1 Planning – Topic**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | * Cubs are 2-3 years old, red font is Cubs focused. Bears are 3-4 years old and are in their preschool year, blue font is Bears focussed. Black – shared resource differentiated orally &/or by expectation * During circle times the children will be spilt into groups depending on age and ability. * The weekly forest school sessions in the Primary School field are alternated half termly between bears & cubs. * Individual planning for each child is completed by the key worker focusing on the child’s individual next steps and interests. * Highlight code: red less than 50% achieved, yellow up to 75% achieved, green over 75% achieved | | **Term**: Summer 1 2018 **Theme**: People who help us **Role play area**: Home / Police station | | | | | | | | |
|  | Prime areas | | | Specific areas | | | |
|  | Personal, Social and Emotional Development | Communication and Language | Physical Development | Literacy | Maths | Understanding of the World | Expressive Arts and Design |
| Cubs (2-3years) | **Self Confidence and Self Awareness**  Separates from main carer with support and encouragement from a familiar adult.  **Managing Feelings and Behaviour**  Can express their own feelings such as sad, happy, cross, scared, worried.  **Making Relationships**  Seeks out others to share experiences. | **Listening and Attention**  Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.  **Speaking**  Uses simple sentences (e.g.’ Mummy gonna work.’)  **Understanding**  Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). | **Health and Self care**  Drinks well without spilling.  **Moving and Handling**  Imitates drawing simple shapes such as circles and lines.  Links to EAD, Health eating and Mark making | **Reading**  Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.  **Writing**  Distinguishes between the different marks they make. | **Numbers**  Uses some language of quantities, such as ‘more’ and ‘a lot’.  **Shape, Space and Measure**  Notices simple shapes and patterns in pictures. | **People and Communities**  Learns that they have similarities and differences that connect them to, and distinguish them from, others.  **The World**  Notices detailed features of objects in their environment**.**  **Technology**  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | **Exploring and using Materials and Media**  Shows an interest in the way musical instruments sound  **Being Imaginative**  Beginning to use representation to communicate eg drawing a line and saying *‘that’s me’*. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Bears (3-4 years) | **Self Confidence and Self Awareness**  Is more outgoing towards unfamiliar people and more confident in new social situations.  **Managing Feelings and Behaviour**  Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.  **Making Relationships**  Initiates play, offering cues to peers to join them. | **Listening and Attention**  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  **Speaking**  Questions why things happen and gives explanations. Asks e.g. who, what, when, how.  **Understanding**  Beginning to understand ‘what and ‘who’ and `when’ questions.  Links to Phonics | **Health and Self care**  Understands that equipment and tools have to be used safely.  **Moving and Handling**  Draws … circles using gross motor movements.  Links to EAD, Health eating and Mark making | **Reading**  Shows interest in print in the environment.  **Writing**  Ascribes meanings to marks that they see in different places. | **Numbers**  Knows that numbers identify how many objects are in a set.  **Shape, Space and** **Measure**  Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. | **People and Communities**  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  **The World**  Talks about why things happen and how things work.  **Technology**  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | **Exploring and using Materials & Media**  Taps out simple repeated rhythms.  **Being Imaginative**  Makes up rhythms. |

**Summer term 2018**

Please add your ideas for group activities or area ideas.

|  |  |  |  |
| --- | --- | --- | --- |
| **w/c** | **Special dates** | **Role play / theme** | **Ideas** |
| Monday 16th April | St George’s day  Shakespeare’s birthday | Home  Police station area at table | Make flags for George’s day, make dragon, story, cbeebies  Shapes – flag , shape mat matching game (extend Fred)  MYO shield using white and name in middle of red cross  Finger gym  <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-st-georges-day>  ipad jigsaw - <https://www.bbc.co.uk/cbeebies/puzzles/st-george-jigsaw> |
| 23rd April | Monday Police visit | Home  Police station area at table | Police visit  Police finger play & songs  Shapes – make police car 2d shapes & cut & stick shapes to make police car / station    Shape hunt  finger gym  Outside – shapes in chalk for chn to hop, jump, stride etc to, &/or throw bean bags into  Wanted posters – chn draw & staff annotate |
| 30th April |  | Inside: home  Outside willow hut: garden centre | Planting in garden troughs? - Plant quick blooming flowers & edible plants (toms, pots) = snack  Tidy garden with chn – add things to entice wildlife? Add wind chimes / sensory area (herbs, lavender, colours etc)? (ongoing)  Use gardening catalogues for cutting & sticking    Make Soapy Slime: *1 cup of Soap Flakes, 3 cups warm water, food colouring, large mixing bowl, large container or tray and an electric beater.* As you beat the water, food colouring and soap flakes the mixture multiples, so I placed the large bowl on top of our container to catch the over flow. |
| 7th May | Bank holiday Monday  Dentist visit Wednesday 10am |  | Read Jack & the beanstalk, / Casper’s beanstalk  Intro & begin to use dotty name cards  Make a wormery |
| 14th May | 19th Harry & Meghan wedding  15th Ramadhan begins | Add drapes, princess dresses – Kathryn to adapt | Friday – afternoon tea to celebrate? Chn make for snack, heart shape cutters, decorate biscuits, make crowns,  Collage & paint bunting & flags  Shape wedding dresses  Small world & junk model castles |
| 21st May | chicks |  | Hatch eggs – |