


PSED		Communication and Language	Physical Development
<p>Relationships What makes a good friend? Random acts of Kindness Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Zones of regulation.</p>		<p>What happened? Settling in activities. Discovering Passions. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>
<p style="text-align: center;">Literacy</p>		<p style="text-align: center;">Growing and changing</p> <div style="text-align: center;">  <p>Does everything grow?</p> </div>	<p>Gross Motor: Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Ball skills. Forest School activities.</p>
<p>Suggested texts: Hungry Caterpillar The tiny seed The little gardener Oliver's vegetables Handa's Hen Perfectly Norman Katie and the sunflowers The giant jam sandwich Jack and the Jellybean stalk</p>	<p>Word Reading (Phonics): Phonic Sounds: Level 4 Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>		<p style="text-align: center;">Understanding the World</p>
<p>Comprehension skills: Retell a story with actions and/or picture prompt as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - can draw a picture of the characters/ event/ setting in a story. May include labels, sentences, or captions. Listen to stories from other cultures and traditions.</p>	<p>Writing: Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Rhyming words. Dictation sentences linked to phoneme/graphemes learnt, using known tricky words. Handwriting - linked to fine motor skills and developing letter formation based on letter families. Literacy activities linked to The Write Stuff story units.</p>	<p style="text-align: center;">Maths</p>	<p>Forest School activities encourage curiosity and give children the freedom to touch, smell and hear the natural world around them during hands-on experiences. Encourage observational drawings of the natural world around and recording using a camera. What could we do to make our area more bug friendly? While searching for minibeasts, encourage recognising and naming the different creatures. How can we help others to know what minibeasts they would see in our outdoor area or on the school grounds? What can we see starting to grow? Make observations as plants start to grow, plant seeds and watch what happens. What do we need to do to help a plant grow? Investigate life cycles of plants and animals. Cultural capital - landmarks in North America.</p>
			<p style="text-align: center;">Expressive art and design</p>
			<p>Explore colour, pattern, and shape to respond to what they have seen using different art materials and techniques (such as chalking and smudging, watercolours, or butterfly symmetry painting). Offer opportunities for the children to respond to songs using a wide range of props for play which encourage imagination, such as fabric, streamers, bands, and pipe cleaners to make headdresses.</p> <p>Focus artists and pieces - Sunflowers by Vincent Van Gogh Feeling Groovy by Yvonne Coomber</p>