

Please note, this topic web is intended as a guide and may be subject to change in order to address the interests of the children as the summer term progresses.

Communication and Language

To focus attention – still listen or do, but can shift own attention.

To be able to follow directions from an adult.

To begin to understand 'why' and 'how' questions.

To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

To ask questions about why things happen and give explanations.

Literacy

Beginning to look at books with more independence, holding it the correct way up and handling it with care.

Begin to show an understanding how stories are structured. Begin to describe key aspects of the story such as characters and settings.

Sometimes gives meaning to marks as they draw and paint

Books

The Very Hungry Caterpillar by Eric Carle

Super worm by Julia Donaldson

Tiddler by Julia Donaldson

The Teeny Weeny Tadpole by Sheridan Cain

Billy's Beetle by Mick Inkpen

What the Ladybird Heard by Julia Donaldson

Snail Trail by Ruth Brown

The Very Busy Spider by Eric Carle

Personal Social and Emotional Development

To play in a group, extending and elaborating play ideas, e.g., building up a role-play activity with other children and initiates play, offering cues to peers to join them.

To select and use activities and resources with help.

To sometimes be able to wait when needs are not immediately met, and understands wishes may not always be met.

Books:

Superworm by Julia Donaldson

The Bad-Tempered Ladybird by Eric Carle

Physical Development

To continue to use one handed tools and equipment, showing more control, such as a paintbrush, or making snips in paper using scissors.

To dress with help, e.g., put arms into open-fronted coat or shirt when held up, pull up own trousers, and pulls up zip once it is fastened at the bottom.

Maths

Number

To continue to subitise numbers to 5 in different contexts and different arrangements.

To count backwards from 10 with more confidence.

To continue to represent numbers using fingers.

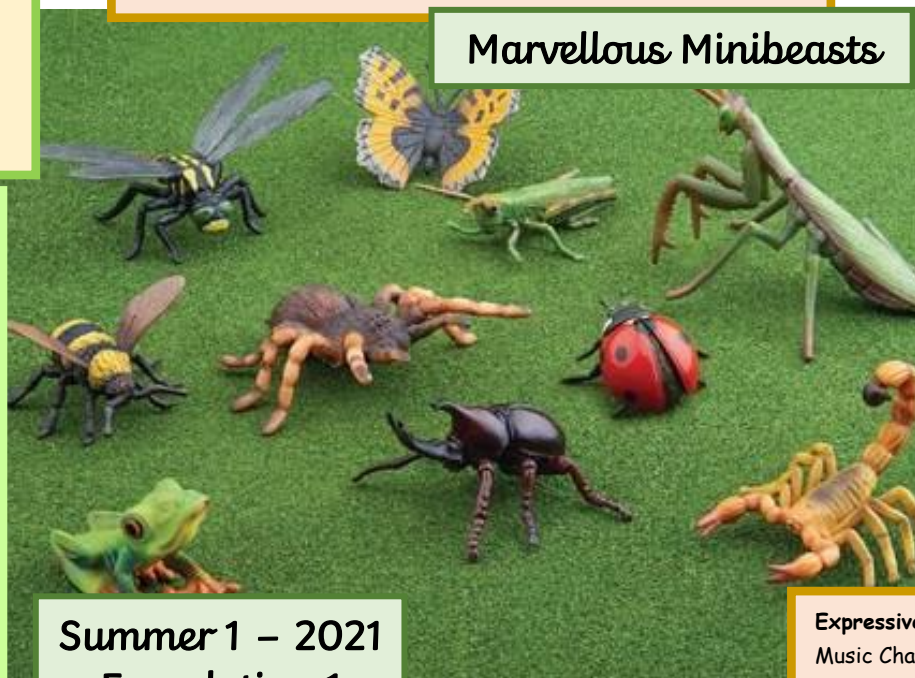
To begin to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Shape Space and Measure

To continue developing use and understanding of positional language such as: in, on, under, over.

To use shapes appropriately for tasks e.g., building, creating a picture.

Marvellous Minibeasts



Summer 1 – 2021 Foundation 1

The World

To talk about and ask questions about aspects of their familiar world such as the place where they live or the natural world.

To talk about some of the things they have observed such as different mini beasts and their features.

The children will be able to watch live caterpillars grow and change into butterflies over the course of the half term.

Technology

To continue to explore interactive games on the smartboard, computer and iPad, showing confidence and more control.

Beginning to show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

People and Communities

To talk about some significant events in their own experience.

To begin to describe special times or events for family or friends such as birthdays, Christmas, moving house etc.

Expressive Arts and Design

Music Charanga Unit 5 Summer 1 – Big Bear Funk.

- Listening and responding to different styles of music.
- Learning to play tuned instruments such as chime bars.
- Explore pitch – high and low.
- Sharing and performing the learning that has taken place

To join construction pieces together to build and balance.

Realise that tools can be used for a purpose for example, different scissors/paint brushes to achieve different effects.

Uses available resources to create props to support role-play.