

Pre-School

Summer Term 2 - Pre-School

Summer 2- The Seaside

| 1   | PSED  | PD   | CL   | Literacy               | Maths  | UW  | EAD  |
|---|---|--|--|------------------------|--|---|--|
| <p>Focus and skills</p> <p>Black: Intention</p> <p>Purple: Implementation</p> | <p><b>What's my new class like?</b></p> <p>16-26mths Plays co-operatively with a familiar adult.<br/>16-26mths Gradually engaging in pretend play<br/>22-36mths Responds to the feelings and wishes of others<br/>22-36mths Interested in others play and starting to join in.<br/>22-36mths Seeks out others to share experiences.</p> <p>Play turn taking games with support<br/>Play cooperatively with other children with support.<br/>Joins in with small group activities with adult support.<br/>Aware of and try to understand how others feel with support.</p> | <p><b>Can you dress yourself?</b></p> <p>16-26mths Shows a desire to help dress/undress and hygiene routines.<br/>16-26mths Make connections between the marks their movements and the marks they make.<br/>22-36mths Climbs confidently and is beginning to pull themselves up on the equipment.<br/>22-36mths Runs safely on whole foot.<br/>22-36mths Imitates drawing lines and circles.</p> <p>Become more independent in self care including hand washing, toileting and putting on and taking off own coat with support.<br/>Complete an obstacle course(indoor and outdoor) with adult support<br/>Encourage children to take part in action songs.<br/>Freedom to explore</p> | <p><b>What marks can you make ?</b></p> <p>16-26mths Interested in books and rhymes and may have favourites.<br/>16-26mths Beginning to ask questions.<br/>16-26mths Beginning to talk about things that are not present.<br/>16-26mths Make connections between their movements and the marks they make.<br/>22-36mths Distinguishes between the different marks that they make<br/>22-36mths Understands "who, what, where" in simple questions.<br/>22-36mths Learns new words very rapidly and use them in communicating.<br/>22-36mths Uses language as a powerful means of widening contacts, sharing feelings , experiences and thoughts.</p> <p>Encourage/support children to talk about family, friends and home.<br/>Encourage /support to make marks in dough, clay and sand.<br/>Encourage/support children to make marks eg drawing "The Seaside."<br/>Encourage/support children using Fantastics to talk about what is happening in stories.<br/>Encourage /support to talk, by asking questions."How do you...?"What is happening?"Where is..?"<br/>Introducing new topic words in Time to Talk.</p> | <p><b>Literacy</b></p> | <p><b>Maths</b></p> <p>16-26mths Says some number names randomly<br/>16-26mths Beginning to organise and categorise<br/>16-26mths Enjoy filling and emptying containers.<br/>22-36mths Recites some number names in sequence.</p> <p>Encouraged and supported to count children at registration.<br/>Children are encouraged to clap the number of children present today, saying number names as they clap.<br/>Sing number songs and rhymes<br/>Children play number games eg seaside dominoes with support<br/>Children are encouraged to use</p> | <p><b>UW</b></p> <p><b>What would you find at the beach?</b></p> <p>16-26mths Explores by linking together different approaches<br/>16-26mths Enjoys pictures and stories about themselves , their families and other people.<br/>22-36mths Enjoys playing with small world models -seaside.</p> <p>Role play kitchen, acting out own experiences.<br/>While playing outside children are encouraged and supported to talk about the weather<br/>Bring postcards from home , to encourage children to talk about "My holiday."<br/>Small world tuf spot "The Seaside ."</p> | <p><b>EAD</b></p> <p><b>How does it feel ?</b></p> <p>16-26mths Explores and experiments with a range of media through sensory exploration and using whole body<br/>16-26mths.Notices and is interested in the effects of making movements that leave marks.<br/>22-36mths Joins in singing favourite songs<br/>22-36mths Beginning to make believe by pretending.</p> <p>Story table<br/>Joining in action songs and rhymes<br/>Using different coloured , textured and scented play dough.<br/>Music time, using different</p> |

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|              |  | <p>both indoor and outdoor environment, using gross motor skills and spatial awareness.</p> <p>Opportunities to use wheeled toys</p> <p>Use large play equipment on KS1 field.</p> |  | <p>language more/a lot when sorting objects eg under the sea creatures with support.</p> <p>Children are encouraged and supported to use containers in water, sand, to investigate full/empty.</p> |  | <p>instruments with support and also independently in continuous provision.</p> <p>Encourage and support children to make marks in different media eg wet/dry sand</p> <p>.Investigate and explore role play "The Beach"</p> <p>Use different materials to make a seaside picture.</p> |
| <b>Texts</b> | <p>Commotion in the Ocean by Giles Andreae Seaside Poems by Jill Bennett Lucy and Tom at the Seaside by Shirley Hughes Let's go to the Seaside by Caryl Hart What a lot of Noise ! by Cedric Battenhatch Smiley Shark by Ruth Galloway Seaside songs (Various)</p> |  |  |  |  |  |
| <b>Trips</b> |  |  |  |  |  |  |