PSED

- Learn to resolve disagreements appropriately.
- To practice 'calm' time in Jigsaw PSHE sessions.
- To learn to identify our feelings and build strategies to self-regulate.
- To develop friendships and form good relationships.
- To become more independent in personal care and changing for PE.
- To learn about different family structures.

COMMUNICATION AND LANGUAGE

- Talk about our own experiences.
- Use language in their play, making up stories to go with their games.
- Listen to a range of stories, including those that reflect the seasons.
- Go on a Nature walk and talk about what they found, answering 'how' and 'why' questions.
- Remember various stories and describe them in sequence.
- Follow simple and two-part instructions, as well as some with several ideas.

PHYSICAL DEVELOPMENT

- Develop throwing and catching with a partner, improving reaction times.
- Explore balance.
- Mark-making in glitter, sand, etc. 'Funky Fingers and dough gym' sessions.
- Writing shed, mark making materials, chalks, water and paintbrushes, digging area.
- Use Texture Kitchen to make potions, pies and use senses to explore
- Large scale construction, using various materials.
- Use bodies in different ways on the rope bridge, balance ropes and stepping stones.
- Sensory tuff tray/outdoor painting
- Pedal bikes and use scooters.
- Create water channels using guttering and pipes.

Growing and Changing



In the Early Years Foundation Stage at Mill Lodge, we believe that children's well-being and involvement is at its best when they themselves choose what they want to do. This means that children learn 'in the moment' following their own interest at that point in time.

Our EYFS team is skilled at identifying teachable moments in order to move each child's learning forward on a daily basis. We therefore cannot plan in advance as we do not know what the children will do. However, we offer a challenging, engaging provision based loosely around the seasons to help ignite children's curiosity and support them to find a starting point for their learning if needed. I have therefore included examples of what will be available to the children within the provision.

LITERACY

- Read key texts by prominent children's authors eg. The Very Hungry Caterpillar, Superworm, etc
- Writing for different purposes eg. Writing labels for pictures. The Write Stuff
- Look at non-fiction books to find out information.
- Talk about rhyming words, identify initial sounds, orally blend simple words and begin to segment (FS1).
- Write names using some recognisable letters (FS1).
- Confidence in oral blending and segmenting (FS2).
- Read and understand simple sentences (FS2).
- Begin to use finger spaces and full stops (FS2).
- Re-tell stories, identify story settings (FS1) and answer more complex questions afterwards (FS2).

MATHS

- 2D/3D shape.
- Identify and order numerals.
- Positional language.
- Sequencing and pattern.
- Doubles facts to 10 (FS2)
- Count beyond 20 (FS2)
- Identify 'more than/fewer than;' Calculate one more/less; counting on.

UNDERSTANDING THE WORLD

- Learn about the seasonal features of Summer.
- Use a range of technology.
- Talk about their families and their own traditions.
- Observe growth and change of caterpillars and beans.
- Draw information from maps and globes.

EXPRESSIVE ARTS AND DESIGN

- Use open-ended resources to make dens.
- Select appropriate tools for self-chosen chosen tasks.
- Charanga - 'Big Bear Funk,' join in with activities that embed pulse, rhythm and pitch and explore voices and Instruments.
- Make and use play dough to create chosen shapes.
- Explore colour by mixing and know some primary colour combinations eg. Blue and yellow = green.