# Summer 1 – Amazing Animals

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The very Hungry Ca	terpillar/ The Rainbow Fish

SKILLS FOCUS	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	W.B – 15.04.24	W.B – 22.04.24	W.B-08.05.24	W.B - 15.05.24	W.B – 22.05.24	W.B – 29.05.24
Personal, Social and Emotional Development	I can increasingly follow rules, understanding why they are important. Circle time introducing the arrival of the caterpillars. Talk about rules e.g. touching the pot, removing the lid and what may happen if we do this.	I do not always need an adult to remind them of rules. Ensure high expectations throughout the setting, using the rainbow system to praise those children sticking to rules. Have circle time to discuss rules and what we can do if another child is not following the rules.	I can play with one or more other children, extending and elaborating play ideas. Very Hungry Caterpillar themed small world tray using toy fruit and caterpillar teddy. Encourage children to work together to re- tell the story.	I can talk about their feelings using words like happy, sad, angry or worried. Circle time to discuss mood and why children are feeling that way. Mood sorting activity - children to place pictures/objects onto the corresponding emotion face and explain their feelings.	I can increasingly follow rules, understanding why they are important. Release caterpillars. Talk about rules e.g. touching the pot, removing the lid and what may happen if we do this.	I can increasingly follow rules, understanding why they are important. Throughout the week, talk to children about the expectations and boundaries throughout the setting and explain why these are in place/what will happen if they don't follow them.
Communication and Language	I know many rhymes, am able to talk about familiar books and am able to tell a long story. Very Hungry Caterpillar themed small world tray. Children to work together to remember and re-tell the story using the toys as prompts.	I can use a wider range of Vocabulary. Create a small world tray based on the life cycle of a caterpillar. Dye pasta (green twists, brown shells and purple bows) to represent the different stages. Encourage children to talk about the life cycle while playing using correct vocabulary learnt during circle time.	I can sing a large repertoire of songs. Song spoons with all the songs of the week learnt so far. Encourage children to perform these to the class in small groups and during independent play.	I can sing a large repertoire of songs. Place the puppet theatre in the music area with puppets from a variety of familiar songs. Encourage children to take turns to create small performances for each other.	I can use a wider range of vocabulary. Create a butterfly life cycle chart. Encourage children to use the correct vocabulary to explain the cycle and compare the stages to our own experiences.	I know many rhymes, am able to talk about familiar books and am able to tell a long story. Children to take turns to re-tell the story of The Rainbowfish, using the storyboard as support.
Scarf	Being my Best	Being my Best	Being my Best	Being my Best	Being my Best	Being my best
Physical Development – fine motor	I can use a comfortable grip with good control when holding pens and pencils. All children to attempt name writing in their name writing books. Mark-making practice using shaving foam, glitter, flour etc and wooden pencils.	I am increasingly independent as they get dressed and undressed e.g. doing up zips. Be increasingly independent in meeting their own self care needs. Independence to be promoted throughout all self-care activities, including zipping up coats when needed.	I can show a preference for a dominant hand. Provide a wide range of activities on the creative table which require a dominant hand e.g. cutting skills, painting. Monitor children's preference.	I am increasingly independent as they get dressed and undressed e.g. doing up zips. Be increasingly independent in meeting their own self care needs. Independence to be promoted throughout all self-care activities, including zipping up coats when needed.	I can use a comfortable grip with good control when holding pens and pencils. WOW book entry. Children to use comfortable grip with good control when drawing something from the story of the Rainbow Fish.	I can show a preference for a dominant hand. Provide a range of activities requiring good hand control e.g. threading necklaces, Small peg boards Large peg boards Tweezers with pompoms Threading boards
	Fine motor focus - Minibeast threading.	Fine motor focus - Use tweezers to decorate the bare butterfly outline with coloured buttons and gems.	Fine motor focus - Threading on boards with threading pens	Fine motor focus - Self- care/latch boards.	Fine motor focus - fish outline with tweezers and gems to place 'scales' back onto the fish' body.	Fine motor activity - Threading Octopus legs
Physical Development - Healthy Movers	Continue to develop their movement, balancing, riding and	Continue to develop their movement, balancing, riding and	Continue to develop their movement, balancing, riding and	Continue to develop their movement, balancing, riding and	Continue to develop their movement, balancing, riding and	Continue to develop their movement, balancing, riding and ball skills.
nearly movers	ball skills.	ball skills.	ball skills.	ball skills.	ball skills.	See alternative plan.

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The Very Hungry Caterpillar	/ The Kainbow Fish

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Phonics	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI	Nursery RWI
Literacy	I understand that print can have different purposes. Introduce the story of The Very	I can engage in extended conversations about stories, learning new vocabulary.	I understand that we read English text from left to right and from top to bottom.	I understand the names of different parts of a book.	I can engage in extended conversations about stories, learning new vocabulary.	I understand that print can have different purposes.
	Hungry Caterpillar. Explain that			Highlight the parts of a book		Add a variety of leaflets from
	is a fiction which means it is a	Create The Very Hungry	I understand page sequencing.	before reading - spine, covers,	WOW book entry. Drawing	different local attractions to the
	story. Introduce some non-fiction	Caterpillar story board. Model		blurb, title, author etc.	something from the story. Adults	reading area. Talk to children
	books about bugs/minibeasts and	appropriate vocabulary, talking in	Sequencing activity relating to	Encourage children to name each	to scribe what children say about	about the purpose - fiction or
	discuss the purpose of those	full sentences. Encourage	story of The Very Hungry	section when asked.	the story of The Rainbow Fish.	non-fiction? Does this make you
	books.	children to use the storyboard to	Caterpillar. Children to order		Name writing on the WOW page.	want to visit or stay away?
	Throughout the whole half	re-tell the story independently.	pictures from the story and talk through the story as they			
	term:		complete the task.			
	I can write some or all of my name					
	Daily name writing for school					
	starting children who are not yet					
	able to write own name.					
	I can write some letters					
	accurately					
	Weekly name writing for school					
	starting children who can write					
	their name, with a focus on correct formation.					
Rhyme of the week	5 Little Men in a Flying Saucer	Humpty Dumpty	One elephant went out to play	Ring a Ring a Roses	London Bridge is falling down	Re-cap the songs from this half term.
Mathematics	I am beginning to describe a sequence of events, real or fictional, using words such as	I can understand position through words alone for example, "The bag is under the	I can compare quantities using language: 'more than', 'fewer than'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles,	Talk about and explore 2D and 3D shapes (for example, circles, rectangles,	I am beginning to describe a sequence of events, real or fictional, using words such as
	'first', 'then'	table," with no pointing.		triangles and cuboids) using informal and mathematical	triangles and cuboids) using informal and mathematical	'first', 'then' I can understand position
	Sequencing.	Positional Language.		language: 'sides', 'corners';	language: 'sides', 'corners';	through words alone for
	Children to practice sequencing	Children to understand the	More and fewer.	'straight', 'flat', 'round'.	'straight', 'flat', 'round'.	example, "The bag is under the
	Nursery Rhymes, daily routines	positions: on, under, in, out, in	Children to compare groups of			table," with no pointing.
	and familiar stories.	front of and behind.	objects, focussing on the	2D shapes.	3D shapes.	I can compare quantities using
			comparisons 'more than' and	Children will be able to recognise	Children will be able to recognise	language: 'more than', 'fewer
			'fewer than'.	and talk about these 2D shapes – circle, triangle, rectangle.	and talk about these 3D shapes – Cubes, cuboids, cylinders and	than'. Children to consolidate their
				circle, mangle, rectangle.	spheres.	learning by recapping sequencing,
					spheres.	more/fewer and positional
						language.
Understanding the World	I am beginning to understand	I can plant seeds and care for	I am beginning to understand	I can plant seeds and care for	I can understand the key	I can understand the key
	the need to respect and care for the natural environment and	growing plants.	the need to respect and care for the natural environment and	growing plants.	features of the lifecycle of a plant and an animal.	features of the lifecycle of a plant and an animal.
	all living things.	Talk about the required elements	all living things.	Look at our plants and review how		piani and an animai.
		of growing a plant. Compare to		well they are doing with our care.	Create a caterpillar-butterfly	Create a seed-plant cycle chart.
	Circle time introducing the	the caterpillar requirements.	Look at the stage the caterpillars	Are plants without appropriate	cycle chart. Encourage children	Encourage children to talk
	arrival of the caterpillars. Talk	Plant seeds and place in a variety	are at. Use language from the	needs growing well?	to talk through the different	through the different stages and

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	caterpillars, what they need, what should we do if we found a caterpillar outside.	sunlight/without. With water/without etc.	have happened if we didn't care for them appropriately? What may have happened?		experiences, using correct vocabulary.	compare to our own experiences, using correct vocabulary.
Expressive Arts and Design RE	I can listen with increased attention to sounds. In small groups, play sound lotto games encouraging the children to listen carefully and identify the sound that they have heard. Story time - The Tortoise and	I can remember and sing entire songs. Song spoons with all the songs of the week learnt so far. Encourage children to perform these to the class in small groups and during independent play. Story time - The Crocodile and	I can sing the pitch of a tone sung by another person. Using the rhymes of the weeks we have previously learnt children to sing in small groups, adapting their voice and tone to match the song. During carpet time play simple games involving children copying sounds from others. Do this in pairs and in small groups, copying what the previous person has said/done in the same pitch. Story Time - Bilal and the	I can remember and sing entire songs. Place the puppet theatre in the music area with puppets from a variety of familiar songs. Encourage children to take turns to create small performances for each other. Story time - The Gold giving	I can listen with increased attention to sounds. Write dance. Encourage children to listen to music and move appropriately based upon speed/mood/type of sound etc. Story Time - Best friends	I can play instruments with increasing control to express ideas. Encourage children to create under the sea noises by using instruments. They may choose castanets as pinching crabs, tambourine shakes as swimming fish, drums as sharks, rainmakers as waves etc. Re-cap the stories learnt. Can
	the Hare.	the Priest.	beautiful butterfly.	Serpent		the children remember any of them? Which was their favourite?
Home Learning	Literacy - Name writing - who can write their name in the most imaginative way? Sand at the beach? Water on the fence? Chalks on the floor? Maths - This week we have been thinking about sequencing. Before bed tonight, we would love the children to think about their bedtime routine. What comes first? Do you brush your teeth first or put your pyjamas on? Do you have a story first or turn off the lights? Have a try at remembering all of the things you need to do, in the correct order.	L- Use the storyboard to re-tell the story at home. M - Over the weekend we would love you to play hide and seek with your toys. Maybe you could hide a toy in the room and ask a family member to find it? Don't forget to use the positional language that we have been learning about at Nursery!	This weekend we would love you to go for a walk around your local area and talk about any changes you can see in your environment (Flowers, animals etc). Have you noticed any changes in your garden/local area recently? Maybe you can draw a picture of them to show us? M - This weekend we would love the children to sort through their toys to find out which they have more of. They might want to sort their bricks by colours or perhaps they would like to compare their toy cars and toy trains. They could even compare their dolls to their teddy bears! We would love the children to use the phrases "I have more then" and "There are fewer than"	L - We have been talking about different parts of a book. Can you tell your grown-ups where the following things are on a book: Title Author Spine Front cover Blurb. M - When out and about over the weekend, have a look for the shapes that you can see in your local environment. What shape are the road signs? What shape are the doors to the houses? Can you see any other shapes? We would love to see photos of what you find!	L- Have a look in your garden to see if you can find any mini- beasts. If you find any, how should you treat them? Talk about what has happened to the caterpillars this half term. M - Collect different shaped recycling e.g. cereal boxes, tissue boxes, carboard tubes, empty tubs etc. Then, get junk modelling! Use cellotape, masking tape or glue to join the containers together to make different creations. Will you make a rocket ship? Or maybe you could build a tower for Rapunzel! I wonder if you can name any of the shapes?	L - this week we have been discussing purposes of different prints. When out and about over the half term break, have a look for any written information. You might see: -advertising leaflets like the ones weve looked at this week. -Road signs which give important information -Story trails which tell a little bit of a story each time you find them.
Educational Visits/Visitors/Special Events	Introduce our caterpillars to the class				Release our caterpillars	

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Parental Involvement						
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