

Sunflowers







Preschool- Summer 1


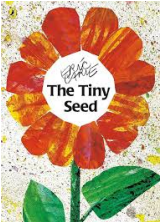
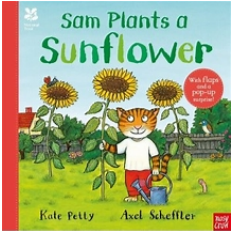

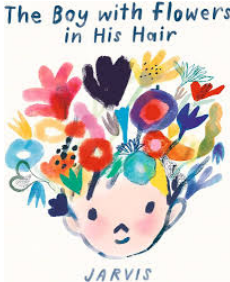

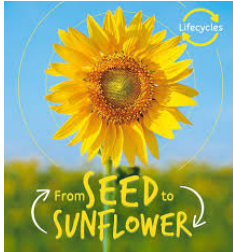
2024

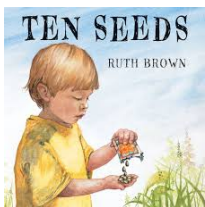


Blue- Caterpillars Green- Butterflies (school starters)

Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>What happens in Spring?</p> <p>Introduction to seeds and plants</p>	<p>Planting our seeds</p> <p>Learning about how to care for plants</p> <p>What do artists use to create their artwork?</p> <p>Looking at different artists and their artwork.</p> <p>Exploring colour and a range of different materials to create an effect</p>	<p>Poetry- A Little Seed</p> <p>Learning about poems</p> <p>Join in with the poem</p> <p>What do artists use to create their artwork?</p> <p>Looking at different artists and their artwork.</p> <p>Exploring colour and a range of different materials to create an effect</p>	<p>Exploring feelings linked to our focus text</p> <p>What makes us feel happy/sad/excited?</p> <p>How can we make others feel happy?</p> <p>Creating flowers using a range of materials</p>	<p>Learning about the life cycle of a sunflower</p> <p>Learning about how we care for living things</p> <p>What do artists use to create their artwork?</p> <p>Looking at different artists and their artwork.</p> <p>Exploring colour and a range of different materials to create an effect</p>	<p>Learning about the life cycle of a sunflower</p> <p>What is an art exhibition?</p> <p>Creating an art exhibition for our families to come and see!</p> <p>What do artists use to create their artwork?</p> <p>Looking at different artists and their artwork.</p> <p>Exploring colour and a range of different materials to create an effect</p>
Events/Visitors				Visit to the allotment		Exhibition
Jigsaw (PSED) Focus- Relationships	My family and Me!	Make friends- part 1	Make friends- part 2	Falling out- part 1	Falling out- part 2	Being the best friends we can be
PD Gross motor skills	<p>*Beginning to recognise danger and seeks support of significant adults for help.</p> <p>*Kicks a stationary ball with either foot.</p>					

	<p>*Throws a ball with increasing force.</p> <p>*Starts to catch a large ball by using two hands and their chest to trap it.</p> <p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>*Roll and stop a moving ball</p> <p>*Throw, catch, bounce, dribble with their feet, kick</p>					
PE	<p>Theme: beetles To develop rolling a ball to a target.</p>	<p>Theme: busy bees To develop stopping a rolling ball</p>	<p>Theme: ladybirds and butterflies To develop accuracy when throwing to a target.</p>	<p>Theme: grasshoppers To develop bouncing and catching a ball.</p>	<p>Theme: caterpillars To develop dribbling a ball with your feet.</p>	<p>Theme: spiders To develop kicking a ball.</p>
<p>PD Fine motor</p>	<p>To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam.</p> <p>Explores different materials and tools.</p> <p>Develop manipulation and control, for example tearing paper.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p style="text-align: right;">Use a</p>					
<p>Here are some of the activities that the children will take part in to support their fine motor development</p>						

<p>Literacy</p> <p>Communication and Language</p>	<p>Be able to talk about familiar books.</p> <p>Listens to familiar stories with increasing attention and recall.</p> <p>Use a wider range of vocabulary based on their own experiences.</p> <p>Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Develop play around favourite stories using props.</p> <p>Beginning to join in with conversations about stories and learn new vocabulary</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Make marks on their picture to stand for their name (recognise important prints to me)</p> <p>Listening and Attention</p> <p>Sing a large repertoire of songs.</p> <p>Be able to retell poems</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Speaking</p> <p>Ask simple questions</p> <p>Understand 'why' questions</p> <p>Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Begin to answer how and why questions about the stories they hear</p> <p>Writing</p> <p>Can hear the initial sound in a word</p> <p>Write all of their name, using recognisable letter shapes.</p> <p>Enjoy mark-making opportunities.</p>					
<p>Focus texts</p>	<p>Texts- When Spring Comes</p>  <p>The Tiny Seed</p>  <p>Ten Seeds</p>	<p>Text- Sam plants a sunflower</p> 	<p>Poem- A little seed</p> <p>Text- That's my flower!</p>  <p>A little seed song- ▶ A Little Seed Song</p>	<p>Text- The Boy with Flowers in His Hair</p> 	<p>Text- Little sunflower</p>  <p>Growing flower song ▶ Flowers Growi...</p>	<p>Text- From Seed to Sunflower</p> 



Songs-
 ▶ 5 Little Flowers Lyric Vide...

<p>Outcomes</p>	<p>Children are able to talk about what happens in Spring answering what and why questions. Children can ask questions in order to find out more. Children will learn new vocabulary- Spring, season, bud, growing, seed, shoot, roots Children will be able to create their own images linked to their understanding of the key texts. Our older children will be encouraged to hear sounds in words and be able to talk about these sounds. They will be encouraged to make marks to share their learning.</p>	<p>Children will be able to give instructions on how to plant a seed, answering who and what questions. Children will be able to draw pictures to help to give instructions on how to plant a seed. They will be encouraged to make marks to help to share their learning with us. Our older children will be encouraged to listen to the sounds that they can hear in words and to write their name. Children will begin to be able to answer why questions about their growing seeds</p>	<p>Children will learn a new poem called 'A Little Seed.' They will be able to recite the poem adding actions to it. Children will be able to listen to the story and be able to recall what happens. They will begin to be able to retell the story using story props They will be able to make their own gardens using a range of resources. They will be encouraged to make marks to tell us about their gardens. They will be able to draw their own gardens/plant/seeds</p>	<p>Children will be able to talk about feelings linked to the text. They will draw upon their own experiences and link their own feelings back to the text. They will be able to think about how the characters are feeling and why. They will be able to articulate things that they can do to help someone to feel happy. They will be able to retell the story using a range of story props They will be encouraged to write messages and create new flowers for the boy in the story. We will encourage them to give meaning to the marks that they make.</p>	<p>Children will be able to talk about the life cycle of a plant. They will be able to draw pictures and make marks to show how plants grow. They will be able to use key vocabulary when talking about plants and re-telling stories. They will be able to answer what and why questions and will ask questions in order to find out more.</p>	<p>Children will be able to talk about their art creations. They will be able to answer what and why questions about their learning They will write labels to go with their creations (ready for our exhibition)</p>
<p>Phonics- Butterfly children</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Can orally blend</p> <p>Our Butterfly children will continue to follow our Pip and Pap phonics scheme. They will be introduced to two new sound each week, be taught to say the sound when they see the letter, be able to hear initial sounds in words and be able to orally blend sounds together to make a word. They will have a range of opportunities to be able to write the sounds that they have been learning.</p>					

<p>Maths- Caterpillar children</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Uses positional language. Make comparisons between objects relating to size, length, weight and capacity Recites numbers in order to 10. Counts up to three or four objects by saying one number name for each item. Recognise some numerals of personal significance. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p>					
<p>Children will take part in a range of activities to help to support and develop their counting skills. They will be encouraged to touch count objects, slowly and accurately to be able to say how many are in a group. They will be introduced to numerals of personal significance. They will learn new number songs. They will be able to explore size, length, weight and capacity through a variety of practical activities.</p>						
<p>Maths- Butterfly children</p>	<p>Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag is under the table," with no pointing. Compare quantities using language: 'more than', 'fewer than'.</p>					
<p>Week 1 Children compare the height of different objects</p>		<p>Week 2 Mass – Heavier or Lighter</p>	<p>Week 3 Capacity</p>	<p>Week 4 Sequencing</p>	<p>Week 5 Positional Language</p>	<p>Week 6 Comparing groups</p>
<p>Understanding the World</p>	<p>Able to talk about what they see, using a wide vocabulary. Beginning to use all their senses in hands on exploration of natural materials (curious to explore and make own choices). Explore and respond to different natural phenomena in their setting and on trips. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Understand the key features of the life cycle of a plant and an animal. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".</p>					
<p>Children will plant seeds and will observe them growing. They will learn about the things that seeds need in order to grow. They will learn about the importance of taking care of living things. They will explore the natural world around them using all of their senses- for example, they will be able to look at a range of herbal plants, touching and smelling them They will visit an allotment and will see how plants and vegetables grow</p>						



RE

Make connections between the features of their family and other families.

Notice differences between people.

Notice similarities and differences between people, reflecting on differences positively.

Where is a special place to me?

Where is a special place for a Christian to go?

Where is a special place for a Christian to go?

Where is a holy place for Muslims to go?

What makes a Mosque holy for Muslims?

What is important in a Church and a Mosque? How are buildings similar and different?

Expressive Arts and Design

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them.

Explore colour and colour-mixing

Explore colour and colour-mixing.

Use a range of different materials to create an effect.

Enjoy mark-making opportunities.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

We will look at a range of different artwork and will talk about how it was created (which materials/techniques were used). We will discuss what we like about it and why. We will use a variety of resources and techniques to create our own pieces of art (ready for our exhibition!) We will look at Eric Carle and Van Gogh artwork.

