

Saplings Curriculum Information – Summer 1

Communication and Language

Key texts:

Three Little Pigs
The Three Billy Goats Gruff
Goldilocks
The Gingerbread Man

Main Outcomes:

- Listens and responds to ideas expressed by others
- Shows an understanding of prepositions, such as under, on top, behind
- Can focus attention (listen or do)
- Learns new words (symbols or signs) and uses them to communicate with different people
- Uses preferred method of communication to recall past experiences and retell events in order
- Responds to questions using preferred methods of communication
- Shows two channelled attention
- Builds a vocabulary that reflects the breadth of their experiences
- Uses words and sentences (signs and symbols) to express ideas and thoughts (increasing complexity)
- Responds to questions using preferred methods of communication

Literacy

- Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy”
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
- Begins to break the flow of speech into words, to hear and say the initial sound in words, and may start to segment the sounds in words and blend them

Forest School

- Exploring nature firsthand
- Negotiating the outdoor space
- Using natural resources to learn through play

Once Upon a Time



Expressive Arts and Design

- Develops understanding of using lines to enclose a space and use drawing to represent actions and objects based on imagination and experience
- Uses their increasing knowledge and understanding of tools and materials to explore their interests
- Create representations of both imaginary and real-life ideas, events, people, and objects
- Initiates new combinations of movements and gestures to express and respond to feelings, ideas, and experiences
- Chooses movements, instruments/sounds, colours, and materials for their imaginative purposes

Mathematics

- Number** - Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
Links numerals with amounts up to 5 and maybe beyond
- Compare quantities using the language ‘more than’ and ‘fewer than’
- Position and direction** - Responds to and uses language of position and direction
Following a route
Begin to understand and use some positional language using preferred forms of communication
- Time** - ‘Now and next’ and Visual timetable

PSED/RE

- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations, and being able to express their needs and ask adults for help
- Talks/uses symbols to show how others might be feeling and responds according to their understanding of the other person’s needs and wants
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings

PE

- Uses simple tools to effect changes to materials
- Begins to use anticlockwise movement and retrace vertical lines
- Explore or engage in music making and dance
- Develop the overall body strength, balance, and agility needed to engage in dance

Understanding the World

- Begin to understand the effect their behaviour can have on the environment
- Knows about similarities and differences in relation to places, objects, materials and living things
- Plays with a range of materials to learn cause and effect
- Compare and contrast characters from stories, including figures from the past
- Experience and comment on images and stories from the past based on familiar situations they have experienced in the present

Life Skills

- Road safety and travelling
- Planning journeys and computing