

Saplings	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Summer 1	To introduce the children to 6 new words each week that are repeated by the adults during group times and during independent learning. To use visual aids and photos to help children understand what's coming next and to introduce new vocabulary. To use Attention autism – The bucket To encourage joint attention Improve listening and introduce new vocabulary. Use intensive interactions – to promote early social communication skills- turn taking, eye contact and vocalising- For those with limited verbal communication. To continue to use communication boards in key areas to help children understand what an adult is saying and provide the children with a more effective way to communicate. To develop conversation through everyday events that are meaningful to the children. E.g. at snack time. As well as introducing new experiences that encourage children to chat such as growing potatoes, looking for mini beasts, sensory play – sand, water and mud. To listen with interest to a simple story with the help of pictures by	Use a visual time table – For children to understand what's coming next to help them regulate their behaviour. Use a sand timer to warn children that an activity is about to finish – to help them understand that a change is about to happen. Celebrate our differences – E.g some of us our young, some are old, some are tall etc but we all love coming to Saplings- Answer any questions straightforwardly to help the children develop positive attitudes towards diversity and inclusion. Expressing preferences and decisions, staff to give children choices from a limited range of options. E.g at snack time water or milk/ Orange or apple. Learning how to be a helpful member of our group through tidying up and clearing up our own snack things. Learning how to label our feelings using words and Makaton signs during group times. Confidently exploring our surroundings including the school field with the support of familiar adults. Safely explore emotions beyond their normal range through play and stories- scary bears, big bad wolf,	Making large muscle movements – using parachutes, ribbons or water painting. Learn to use a range of tools - A spade to plant and dig, scissors to cut Learn to dress to go outside independently. Enjoy starting to kick, throw and catch balls. Clap and stamp as we dance to music. Use Balanceability to develop balance and proprioceptive skills. Introduce sensory circuits to those that display sensory needs- using alerting, organising and calming sections. Daily fine motor skills to practice, retain and reinforce skills. To rotate on a daily basis: -End of day activity. - 1.Pegging 2.Threading 3.Using small stickers. Build with a range of resources – In continual provision but also	To listen with interest to a simple story with the help of pictures by looking/ reading our book each week. Goldilocks and the three bears, Hungry Caterpillar, The Three little pigs, Super worm, Share books every day with an adult. Learning Makaton signs and actions to the songs we are learning. Encouraging large scale mark making in the sensory tray or with large brushes in paint or water. Children can only develop small muscle coordination once large muscle co-ordination has developed. Encourage children to make marks to represent their name or a shopping list.	Using Mathematical vocab from White rose's list to add to key words each week. Compare amounts saying 'lots', 'more' or 'same.' – Draw attention to amounts for example adding more bricks to a tower or eating things up in the home corner- Develop fast recognition of 3 objects, without having to count them individually, (Subitising) – 3 Bears, 3 Little pigs, 3 billy goat gruff. Compare sizes – 'bigger/ little/ smaller- 'Longer/ shorter- The three bears/ Billy goat gruff, different insects, Notice patterns on butterflies and caterpillars. Talk about and identify pattern around them – Use informal language like- 'Strippy,' 'spotty' or 'blobs.' Symmetrical butterfly painting. Develop counting steps through playing 'What's the time Mr wolf.'	Noticing changes around them Walk and talks around the field, gardening, jumping in puddles, digging up worms, bug hunting using magnifying glass Understand the key features of the life cycle of a plant and an animal- Planting seed potatoes and learning about what a plant needs to grow. Observing the life cycle of a butterfly. Feed the birds and watch out the window as they feed Explore materials in the tuff tray with different properties- Porridge oats, wood chippings and mud.	Explore different sounds using 'Found objects' e.g a stick along a fence. Explore and enjoy making sounds Play music along to rhymes Explore paint using hands, fingers and other mark making tools Big painting outside, using natural resources - leaves, sticks, feathers as a mark making tool. Imaginative play Use props in their role play (houses, outside café) Move and dance to music as we pretend to turn from Caterpillars into butterflies. Explore colour whilst painting using our fingers and by using a range of coloured materials as we create our own butterflies.

	looking/ reading our book each week. To build stories into pretend play- Visiting Goldilocks cottage, going on a super hero rescue mission and Three Little pigs small world mud tray play. To learn the Makaton actions and words to new rhymes. When Goldilocks went to the house of the bears, Incy Wincey spider, This Little piggy, There's a worm at the bottom of the garden. Embed ECAT talking tip- Reduce background noise when you are chatting and playing with your child Turn off the television and the radio. This gives your child the chance to listen to you and pay attention to what you are doing together. It may also help you to notice how your child is preferring to communicate with you. Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to communicate.	Build independence- Toilet hygiene and hand washing, how to keep safe in the sun, drinking water. Begin to accept the needs of others - How do we keep the bugs safe after we find them. Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to develop problem solving skills.	houses using different materials for the three little pigs. Explore rolling- roll down the grassy banks on the field, roll balls to one another. Make Porridge and sample eating a range of toppings		Build with a range of resources- Sand and water cement with bricks, sticks and straw – for The Three Little Pigs brick laying, Select shapes appropriately: flat surfaces for building, a triangular prism for a roof. Use routine opportunities to reinforce counting such as counting fruit at snack time, the number of children in each group or sat in a circle		Make simple models to represent 'The Three Pigs houses.' Using different materials that the children can explore freely.
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Saplings	Communication and language	Personal, Social & Emotional development	Physical Development	Literacy	Maths	Understanding the world	Expressive Arts and Design
Summer 2	To introduce the children to 6 new words each week that are repeated by the adults during group times and during independent learning. To use visual aids and photos to help children understand what's coming next and to introduce new vocabulary. To use Attention autism – The bucket To encourage joint attention Improve listening and introduce new vocabulary. Use intensive interactions – to promote early social communication skills- turn taking, eye contact and vocalising- For those with limited verbal communication. To continue to use communication boards in key areas to help children understand what an adult is saying and provide the children with a more effective way to communicate. To listen with interest to a simple story with the help of pictures by looking/ reading our book each week. To develop conversation through every day events that are meaningful to the children. As well as introducing new experiences that encourage children to chat such as a pretend trip to the seaside.	Use a visual time table – For children to understand what's coming next and to help them regulate their behaviour. Use a sand timer to warn children that an activity is about to finish – to help them understand that a change is about to happen. Celebrate our differences – E.g some of us our young, some are old, some are tall etc but we all love coming to Saplings- Answer any questions straightforwardly to help the children develop positive attitudes towards diversity and inclusion. Learning how to label our feelings using words and Makaton signs during group times and through our stories -Puffy's feeling of jealousy in Barry the fish with fingers. The animals not following Mr Gumpy's boundaries in Mr Gumpy's outing. Begin to show 'effortful - control' – Encourage children to hold their parent's hand near roads at all times, turn taking games such as using the chatterboxes to play 'Knock, knock what's in the box. Expressing preferences and decisions, staff to give children choices from a limited range of options. E.g at snack time water or milk/ Orange or apple. World book day- We all have a different favourite book- Likes and dislikes	Making large muscle movements – using parachutes, ribbons or water painting. To use appropriate tools to do a job outside/ inside – spade to dig, scissors to cut. To practice kicking or throwing a ball. Daily fine motor skills to practice, retain and reinforce skills. To rotate on a daily basis: -End of day activity. - 1.Posting 2.Mark making 3.Using small stickers. Build with a range of resources – In continual provision but also a boat for Mr Gumpy and pirate boats to go on some pirate adventure. Fit themselves into spaces like tunnels, dens and boxes Making cars/ buses, aeroplanes to fit in to act out holiday adventures. Continue to use Obstacle courses to practice balancing,	To listen with interest to a simple story with the help of pictures by looking/ reading our book each week. Peace at last, Mr Gumpy's outing, The Three Billy goat gruff, Barry the fish with fingers, Octopus Socktopus, 10 Little Pirates, Spot goes on holiday. Have the opportunity to share favourite books with an adult and be able to join in with the repeating refrains. Learning Makaton signs and actions to the songs we are learning. To build stories into pretend play Develop pretend play around the book of the week-Treasure hunts, boat trips and trips to the seaside. Listen to environmental sounds and the different sounds that keep Mr Bear awake in 'Peace at Last.'	Using Mathematical vocab from White rose's list to add to key words each week. Compare amounts saying 'lots', 'more' or 'same.' – Draw attention to amounts for example adding more bricks to a tower or eating things up in the home corner- Taking part in finger rhymes with numbers, reacting to changes of amounts in a group- React to changes in a group of up to 5 Little fishes swimming in the sea/ 5 little Octopus bouncing on the bed. Use routine opportunities to reinforce counting such as counting fruit at snack time, the number of children in each group or sat in a circle Notice patterns on fish and sea creatures- Strippy/ spotty Compare sizes – 'bigger/ little/ smaller- 'Longer/ shorter- The different animals in Mr Gumpy's boat, Sea creatures	Celebrate Father's Day. Explore and respond to the natural environment Adding water to sand, digging in mud, smelling flowers, herbs Celebrating differences- Barry the fish with fingers- Puffy could blow bubbles, Barry could use his fingers to do lots of different things. Build with a range of materials.	Start to make marks intentionally – Through different experiences – Corn flour, flour, mud and paint. Explore and enjoy making sounds Play music along to rhymes performing with different dynamics, tempo, pitch and rhythms. Move and dance to music as we pretend to be fishes swimming or being a shark chasing the fish. Use junk modelling for children to use their imagination as they consider what they can do with different materials. Imaginative play Use props in their role play (houses, outside café)

	Use a pirate themed treasure box to create wonder and help children build vocabulary and put words together. To learn the Makaton actions and words to new rhymes. Teddy bear, teddy bear, Row, row your boat, Baa baa black sheep, 5 little fishes swimming in the sea, 5 little Octopi jumping on the bed, We're going this way that way. Find opportunities to use Sabotage give E.g Give out fruit but forget plates so children have the need to communicate.	Develop friendships – Supporting children to find ways into the play and friendship groups of others. Begin to accept the needs of others- Pointing out the needs of other children and encouraging cooperation. Watering plants. To also talk about their dad being special to them, their feelings towards him and how they could help him out. As part of celebrating Father's Day. Find opportunities to use Sabotage give e.g Give out fruit but forget plates so children have the need to develop problem solving skills.	jumping, climbing and crawling. Moving in different ways (moving over, under obstacles, moving sideways like a crab, jumping like a dolphin, wiggling like a jellyfish, slither like an eel, Use Balanceability to develop balance and proprioceptive skills. Introduce sensory circuits to those that display sensory needs- using alerting, organising and calming sections.				
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