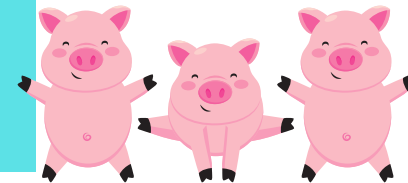




Our learning in Saplings -Summer term-Familiar tales and the ocean-2026



In Saplings We follow the children's lead and interests in their play. For this age it is the most effective way of encouraging children's learning especially for the development of Speech and language. Staff are responsive to the children's attempts at play and communication and join in with their play. Our curriculum gives our children new experiences to build on their play.

In Communication and language we will :

- Listen to a focused simple story each week and understand what is happening with the help of pictures.
- To learn the makaton actions and words to new rhymes.
- Introduce key words each week that are repeated in different situations.
- To use visual aids and photos to aid the children's understanding of the routine and help them make choices.
- To develop play through observing the children and taking their lead.
- Develop conversation through every day events that are meaningful to the children.
- Provide new experiences such as growing potatoes, hatching caterpillars or going on a pirate adventure.



List of focused books

Goldilocks and the Three bears
The Very Hungry Caterpillar
The Three Little Pigs
Peace at Last
Mr Gumpy's Outing
The Three Billy Goats Gruff
Barry the fish with fingers
Octopus Socktopus
10 Little Pirates
Spot goes on holiday

We will be practicing and reinforcing our fine motor skills every day with activities that improve the muscles in our

hand using:
Shape sorters
Dough Play
Threading
Building
Mark making



In Physical development we will

- Making large movements as we use the parachute, ribbons or water painting.
- Practice balancing and knowing where our body is as it travels through space.
- Building strength, control and coordination as we walk and run on the school field.
- Use appropriate tools to do a job inside/outside -A spade to dig, scissors to cut grass or herbs in the garden.

In Personal, Social & Emotional development we will :

- Help regulate behaviour by providing a visual time table to help our understanding of what's coming next.
- 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.
- Learn basic hygiene -how to wash your hands and toilet hygiene.
- Learning how to be a helpful member of our group through tidying up and clearing up our own snack things.
- Begin to show 'effortful control.' Be able to wait for a turn. Adults to model 'Can I have a turn?' or 'My turn next.'
- Confidently exploring our surroundings including the school field for picnics with support of a familiar adults.
- Celebrating our differences- Some of us are big and some of us are little but we all like coming to Saplings.



In Maths we will be:

- Using mathematical vocabulary such as 'lots,' 'more,' or 'same.'
- Use routine opportunities to reinforce counting- Counting children sat round a table.
- Building with a range of materials - A house for The Three pigs, a bridge for The Three Billy Goats Gruff.'
- Notice patterns on butterflies and caterpillars and using informal language to describe them- strippy, spotty.
- React to changes in a group-5 little fishes swimming in the sea, 10 little pirates.

In Understanding of the world we will be:

- Explore and respond to the natural environment. Adding water to sand, digging in mud, smelling flowers and herbs.
- Celebrate Father's day
- Understand the key features of the life cycle of a butterfly and what plants need to grow.



In Expressive Arts and Design we will be:

- Explore and enjoy making sounds- Play music along to rhymes
- Explore paint using different mark making tools including our fingers.
- Dance and move to music as we pretend to turn from caterpillars into butterflies or be a sea creature swimming in the sea.
- Use props in our imaginative play in a role play shop/cafe or in the home corner.



In Literacy we will be:

- Learning Makaton signs and actions to the songs and rhymes that we sing.
- Sharing our favourite books with an adult.
- Identifying environmental sounds - through developing listening moments and going on sound walks.
- Making different marks using different materials.
- Develop pretend play around the book of the week- Treasure hunts, feeding The Three Bears, Boat trips and trips to the sea side.

We will sing a new rhyme each week

When Goldilocks went to the house of the bears
Incy Wincey Spider
This Little Piggy went to market
There was a little turtle
Row, row your boat.
Baa, baa black sheep
5 Little fishes swimming in the sea
5 Little Octopi jumping on the bed.

A child's speech, language and communication skills will develop in stages. Although each child's development is different, children are expected to develop specific skills by a certain age.

Further information can be found at the following websites

- BBC Tiny happy people.
- Westberksecat.info
- Words for life
- Talking point
- Royal foundation - Centre for Early Childhood.

ECAT- Every child a talker

The Willows are part of a national strategy called ECAT. The purpose of ECAT is to:
Identifying and supporting those who may be at risk of delay.

1. Developing the knowledge and skills of all the practitioners who work within the setting.
2. Helping parents understanding the stages of development of speech and language.

As part of ECAT we adopt a talking tip each term. This term our tip is:

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 help you to notice how your child is preferring to communicate with you.

How to help your child at home.

- Speak and sing rhymes with your child.
- Play pretend games with your child letting them take the lead.
- Share a book with your child.

