

## Our learning in Saplings -Summer term - Familiar tales and the ocean - 2025



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 provide real life experiences to encourage conversation to develop - Growing potatoes, looking for mini beasts, sensory play- Sand, water, mud.
- Use themed chatterboxes- to introduce new words and help put words together - pirate's treasure box, life cycle of a butterfly, holidays.
- Develop pretend play - Goldilock's cottage, ice cream cafe, superhero rescue missions and going on holiday.

### In Physical development we will

- Making large movements as we use the parachute, ribbons or water painting.
- Building strength, control and coordination as we walk and run on the school field.
- Fit ourselves into spaces like tunnels, dens and boxes as we make aeroplanes and buses to fit in and act out adventures.
- Use appropriate tools to do a job outside/ inside- A spade to dig, scissors to cut grass or herbs in the garden.



### 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.

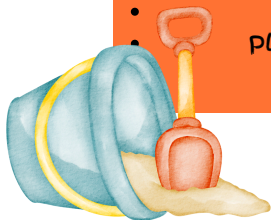
We will be practicing and  
reinforcing our fine motor  
skills every day with  
activities  
that improve the muscles in  
our hand using:

Pegs  
Dough play  
Threading  
Building  
Mark making.



### In Personal, Social & Emotional development we will be:

- Settling into the routine with the help of a visual time table and be able to explore Saplings confidently
- Confidently exploring our surroundings including the school field for picnics with support of familiar adults
- Learning about how to keep safe near roads. Always hold an adult's hand.
- Learn basic hygiene- how to wash your hands and toilet hygiene.
- Play turn taking games such as 'Knock, knock what's in the box,' or passing games with balls.



## In Maths we will be:

- Developing fast recognition of 3 objects, without having to count them individually, (Subitize)
- Building with a range of materials- A house for 'The Three Pigs', a bridge for The Three Billy Goats Gruff.
- Noticing patterns on butterflies and caterpillars and using informal language to describe them. - strippy, spotty.
- React to changes in a group - 5 Little ducks, 10 little pirates.

## In Understanding of the world we will be:

- Explore Changes around them gardening, jumping in puddles, digging up worms and bug hunting.
- Join in with customs- Father's day.
- Understand the key features of the life cycle of a butterfly and what plant needs to grow.
- Explore and respond to the natural environment. Adding water to sand, digging in mud, smelling flowers and herbs.

## 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.

## ECAT- Every child a talker

The Willows are part of a national strategy called ECAT. The purpose of ECAT is to:

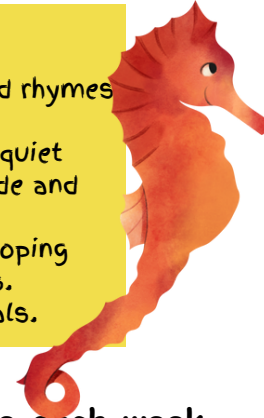
1. Identifying and supporting those who may be at risk of delay.
2. Developing the knowledge and skills of all the practitioners who work within the setting.
3. Helping parents understanding the stages of development of speech and language.

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

**Don't let your child speak with a dummy in their mouth.** The dummy will get in the way of talking. Using a dummy during the day may also discourage your child from making sounds and talking.

## In Literacy we will be:

- Learning Makaton signs and actions to the songs and rhymes that we sing.
- Developing a love of a favourite book and using quiet communication friendly spaces to read them inside and outside.
- Identifying environmental sounds - through developing listening moments and going on sound walks.
- Making different marks using different materials.



## 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's a worm at the bottom of the garden

Teddy bear, teddy bear turn around

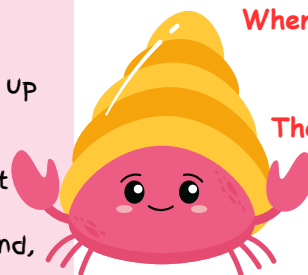
Row, row your boat.

Baa baa black sheep

5 Little fishes swimming in the sea

5 Little octopi jumping on the bed.

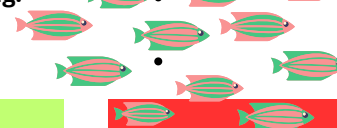
We're going this way that way.



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



## 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.

