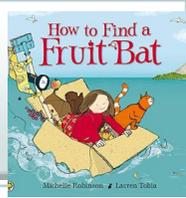


## Supporting Texts

### Core books for Term

How to find a fruit bat by Michelle Robinson  
White Rabbits Colour Book by Alan Baker  
Oliver's Vegetables by



### As young mathematicians, we will:

- \* Discuss pattern, starting with colour patterns. Do patterns always need to be about colour?
- \* Continue to develop our counting skills and number recognition.
- \* Use numerals to label sets.
- \* Develop our understanding of more and fewer and say what 1 more or 1 fewer than a given number is.
- \* Early addition– combining sets to say how many altogether.
- \* Early subtraction– taking away and finding out how many left.
- \* Understanding and using vocabulary of weight and ordering 2 or 3 objects by weight.
- \* Data collection– creating block graph to show our favourite colours.

### As early Scientists we will:

- \* Explore growth and change now Spring is here. Plant seeds and beans and monitor how these grow. Find out what plants need to grow healthily (water and sunlight).
- \* Go for a 'Colour Walk' to find out about colour in our environment. Discuss why things are particular colours.
- \* Taste a variety of fruits and describe how these taste.
- \* Carry out simple experiments, using our senses. Tasting jelly– does the colour influence taste?

### As early Historians, we will:

- \* Sort and sequence pictures to show change/ growth.
- \* Use vocabulary : old, new a long time ago
- \* Discuss old and new pictures and objects

### As early Geographers, we will:

- \* Talk about patterns we see in our environment, eg brickwork
- \* Create a simple map of an outside environment.
- \* Look at symbols used in maps and devise symbols for our maps.

### As happy, confident movers, we will:

- \* Take part in weekly PE lessons
- \* Travel in a variety of ways– running, hopping, jumping, skipping, etc.
- \* Travel at different speeds and in different directions.
- \* Use equipment such as bean bags, quoits, hoops, etc. Exploring different ways of using these.
- \* Use a range of equipment to develop fine motor control– construction, modelling materials, paintbrushes, gardening implements, etc.

### R.E

- \* Special people– Jesus as special to Christians and the stories Jesus told.
- \* Special Books- What are holy books (the Bible, Qur'an, Torah) and how these are treated.

### As caring, sharing individuals, we will:

- \* Go over classroom routines and behaviour expectations
- \* Talk about our feelings- happy, sad, cross, grumpy, etc.
- \* Discuss how colours make us feel
- \* Talk about our similarities and differences and develop our understanding that everybody is important.
- \* Looking after our environment, in particular, the Garden.



EYFS: Summer 1 2021

### My Colourful World



### Big Interests/ what we want children to learn

A time to get to get to know what is happening now Spring is here–  
an explosion of life and colour!

To develop our understanding of how to look after ourselves and stay  
healthy.

To develop skills in Reading and Writing through writing for lots of different  
'real-life' purposes.

To develop an understanding of numbers and measures and apply skills  
to a range of activities.



### As talkers, readers and writers, we will:

- \* continue to develop our understanding of new vocabulary in relation to our topic and stories.
- \* Understand what good listening is.
- \* Develop an understanding and ability to use new vocabulary.
- \* Understand book talk: front cover, character, illustration, author.
- \* Phonics: Learn the sounds letters make in words and know how to write these letters.
- \* Practise 'Fred talk' to read and write words.
- \* Write for different purposes– signs, labels, speech bubbles, etc.
- \* Describe characters and settings in books.
- \* Make story maps to show the events in a story.
- \* Practise writing letters, using the correct formation.
- \* Write our names, using appropriate letter formation.



### As artists and designers and performers, we will:

- \* Explore colour mixing (in relation to story, 'white Rabbits Colours')  
Focus artist– Kandinsky:
  - creating concentric circles out of pre-cut circles, or by cutting them ourselves, ordering them by size.
  - printing with different size circles into square grids.
- \* Transient art, using natural resources, such as cones, leaves.
- \* Learning new songs and rhymes and developing confidence when performing these.

### How you can support your child's learning:

- \* Get in touch if you want to discuss your child's progress (we can arrange telephone meetings).
- \* Explore the great outdoors with your child, looking at all the wonderful things that are happening now Spring has landed.
  - \* Encourage your child to read on line books on My-On– information books as well as stories.