



Rainbow Room Overview



Summer Term



Key dates

- Farm Trip – 4th May
- King's Coronation celebrations – 5th May
- Father's Day – 18th June
- Sport's week – w/b 26th June

Understanding the World



- Exploring the season Spring and Summer through a sensory approach
- Exploring textures, sounds, smells and tastes using their whole bodies
- Exploring the natural world – looking for minibeasts, looking after plants through watering them
- Celebrations and festivals

Personal, Social and Emotional Development

- Have the confidence to try new things
- Select and use activities and resources with help
- Show more confidence in new social situations
- Develop friendships with other children
- Feel strong enough to express a range of emotions
- Use pictures or talk to express their feelings and manage their emotions
- Independence skills – eating, dressing and undressing, using the toilet

Physical Development

- Dough disco and early mark making sessions
- Fine motor activities – threading, using tweezers, jigsaws
- Use large muscle movements to wave flags and streamers, paint and make marks
- Use one handed tools and equipment e.g. making snips in paper with scissors
- Use a range of marks such as random movements, circles, lines and some letter shapes
- Enjoy starting to kick, throw and catch balls
- Build independently with a range of resources
- Walk, run, jump and climb
- Continue to develop their movement and balance during physical activities and sensory circuit sessions



Expressive Arts and Design

- Explore a range of musical instruments and play them with control in different ways, Music sessions with Megan
- Enjoy and take part in new action songs
- Talk about the marks they have made through talk or pictures
- Use their imagination as they consider what they can do with different materials
- Exploring clay and using tools to make a sculpture
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Making a salad using knives to cut
- Practising threading, weaving and sewing

Maths

- Focus on numbers 1 – 10 – recognising, counting, finding that number of objects.
- Develop fast recognition of up to 3 objects without having to count them individually
- Recite numbers past 5
- Develop 1 – 1 correspondence when touch counting, saying one number for each item
- Know that the last number reached when counting a small set of objects tell you how many there are in total
- Talk about and explore 2D shapes and use language - sides, corners, straight, flat, round



Literacy

- Phase 1 phonics - discriminating different sounds, recognising sounds in the environment, body percussion, rhyme, voice sounds, oral blending
- Sensory stories – 'The Hungry Caterpillar' and 'The Enormous Turnip'
- Pay attention and respond to the pictures or words in a story
- Repeat words or phrases from familiar stories
- Engage in conversation about stories using words or pictures – answering simple who, what, where questions
- Make marks or letter shapes on their picture for their name



Communication and Language

- Reach or point to something they want while making sounds
- Develop eye contact further through intensive interaction activities
- Generally, focus on an activity of their choice
- Listen to other people's talk with interest
- Start to say how they are feeling using words or pictures
- Start to develop conversation through words, phrases or pictures
- Develop pretend play e.g. putting a baby to sleep
- Listen to simple stories and understand what is happening with the help of pictures
- Identify familiar objects and properties when described e.g. blue car, Katie's coat
- Understand and act on longer sentences like 'make teddy jump'
- Understand simple questions including who, what, where using pictures
- Start a conversation with an adult or peer and continue the turn taking
- Use new vocabulary through the day
- Use pictures to request what they would like
- Continue to build up tolerance for non-preferred activities
- Continue to build up time spent on self-chosen activities