

Summer One

Assessment

Communication and Language		PSED			Physical Development		Maths
							Number (Mastering Number)
Listening and Understanding	Speaking	Self-regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek
Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions.	<p>Describe events in some detail. Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively.	Confident to try new activities Show resilience and perseverance. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Beginning to know that children think and respond in different ways to them.	Move confidently in a range of ways. Use climbing equipment with confidence. Develop throwing and catching skills using appropriate resources. Engage in physical activity through choice for enjoyment. Combine different movements with ease and fluency	Develop the foundations of a handwriting style which is fast, accurate and efficient.	
Literacy							
Phonics		Comprehension		Writing			
Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. RWInc Read green story books Read first 6 Set 2 sounds	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry)	Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>			
Understanding the World					Expressive Arts and Design		
Past and Present	People Culture and Communities	The Natural World			Observational work – Notice features in the natural world. Define colours, shapes, texture and smells in their own words		Manipulate, compose and decompose.
<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Artefacts and Sources: Find out about everyday life in the past through artefacts and pictures.</p>	<p>Cartography: Create own maps of local area walk</p> <p>Fieldwork: To become familiar with the local environment through seasonal walks</p> <p>Comment and ask questions about the different area. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map.</p>	Identify plants in the natural world around us in spring. Observe how animals' behaviour changes with the season. Observe and recognise signs of spring. Understand the key features of the life cycle of a plant or animal. Discuss how we care for the natural world around us Closely observe plants and animals in the natural world. Draw pictures of their observations.	<p>Artist Study – Vincent Van Gough 'Almond Blossom' & Japanese Almond Blossom prints</p> <p>Charanga Songs: Big Bear Funk</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Music Study: Saint Seans Carnival of the animals Music Study: Vivaldi Four Seasons</p>			<p>Name and match shapes</p> <p>Rotate, and manipulate shapes</p> <p>Compose and decompose shapes</p> <p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.</p>	





'Be courageous, be strong, do everything in love'
1 Corinthians 16 v13-14