

Expressive Arts and Design

- To explore, use and refine a variety of artist effects to express their ideas and feelings.
- To create collaboratively sharing ideas, resources and skills.
- To develop their own ideas and then decide which materials to use to express them.
- To join different materials and explore different textures.
- To draw with increasing complexity and detail.
- To explore colour and colour mixing.
- To develop storylines in their pretend play.
- To explore and engage in music making and dance, performing solo or in groups.
- To remember and sing entire songs.
- To listen attentively, move to and talk about music, expressing their feelings and responses.
- Follow Music Express

Communication and Language

- To understand how to listen carefully and why listening is important.
- To learn and use new vocabulary.
- To describe events in some detail.
- To engage in story times.
- To retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some as their own words.
- To ask questions to find out more and to check they understand what has been said to them.

Literacy

Phonics RWI programme

Children split into groups to practise reading skills.

- To link sounds to letters.
- To start to blend sounds to read words.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words.
- To read simple sentences.

Reading

- To blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- To engage in extended conversations about stories, learning new vocabulary.
- To anticipate key events in stories.
- To segment and blend words to read a simple sentence.
- To re-read books to build confidence, fluency, understanding and enjoyment.

Writing

- To form lower case and capital letters correctly.
- To use phonic knowledge to write simple words.
- To write captions, labels and sentences.
- To know about spacing between words.
- To control the size, shape and orientation of letters.
- To use capital letters and full stops.
- To re-read what they have written to check that it makes sense.

Books – Key Texts

- Goldilocks and The Three Bear
- Jack and the Beanstalk
- Little Red Riding Hood & Little Red and The Very Hungry Lion
- The Three Little Pigs
- Cinderella
- The Three Billy Goats Gruff



Medium Term: Summer 1

Once Upon a Time

Understanding the World

- To talk about members of their immediate family and community.
- To compare and contrast characters from stories, including figures from the past. (Queen Elizabeth II)
- To recognise some similarities and differences between life in this country and life in other countries. (Africa)
- To recognise some environments that are different to the one in which they live. (Africa)
- To describe what they see, hear and feel whilst outside.
- To talk about the differences between materials and changes they notice.
- Follow RE Discovery – Summer 1 – Special Stories

Festivals and events:

- April 21st – Queen Elizabeth II 95th Birthday
- April 23rd – St George's Day
- May 13th – Eid ul Fitr

Physical Development

- To negotiate space and obstacles safely, with consideration for themselves and others.
- To demonstrate strength, balance and co-ordination when playing.
- To use one-handed tools and equipment, for example, scissors, paintbrushes and cutlery.
- To use a comfortable grip with good control when holding pens and pencils.
- To show a preference for a dominant hand.

Personal, Social and Emotional Development

- Follow Jigsaw PSHE – Summer 1 – Relationships
- I can identify some of the jobs I do in my family and how I feel like I belong.
- I know how to make friends to stop myself from feeling lonely.
- I can think of ways to solve problems and stay friends.
- I am starting to understand the impact of unkind words.
- I can use Calm Me time to manage my feelings.
- I know how to be a good friend.

Maths (Linking to White Rose SOL)

To 20 and beyond

Building Numbers Beyond 10

- To build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes & towers of cubes.
- To see that larger numbers are composed of full 10s and part of the next 10.

Counting Patterns Beyond 10

- To count on and back beyond 10.
- To count on or back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.
- To find larger numbers on number tracks and 100 squares.

Spatial Reasoning - Match, Rotate, Manipulate

- To select and rotate shapes to fill a given space.
- To explain why they chose a particular shape and why a different shape wouldn't fit.
- To match arrangements of shapes, using positional language to describe where the shapes are in relation to one another.
- To select shapes to complete picture boards or tangram outlines.

First, then, now

Adding More

- To use real objects to see that the quantity of a group can be changed by adding more.
- To represent the number stories using 10 frames, number tracks and their fingers.

Taking Away

- To use real objects to see that the quantity of a group can be changed by taking items away.
- To count out all of the items at the start, take away the required amount practically, and then subitise or recount to see how many are left.
- To represent the number stories using 10 frames, number tracks and their fingers.

Spatial Reasoning - Compose and Decompose

- To understand that shapes can be combined and separated to make new shapes.
- To fit shapes together and break shapes apart and to notice the new shapes they have created.
- To investigate how many different ways a given shape can be built using smaller shapes.
- To explore the different shapes they can make by combining a set of given shapes in different ways.