

# Communication and Language

## Objectives

- Understand how to listen carefully and why listening is important
- Develop social phrases
- Learn rhymes, poems and songs
- Listen attentively to and talk about stories to build familiarity and understanding
- Learn new vocabulary
- Use new vocabulary throughout the day in a range of contexts
- Engage in story times
- Describe events in some detail
- Use talk to: work out problems, organise thinking and activities, explain how things work and why things might happen
- Articulate their ideas or actions in increasingly well-formed sentences
- Ask questions to find out more and to check they understand what has been said or read to them
- Articulate their ideas, feelings or actions in increasingly well-formed sentences including correct plurals and tenses
- Connect one idea or action to another using a range of connectives
- Understands and answers a range of questions including where, when, why, how and who
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Offer explanations for why things might happen

# Physical Development

## Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Build hand strength
- Match their developing physical skills to the tasks and activities in the setting
- Develop skills using hand tools (scissors, hole punches, pens, pencils, tweezers)
- Develop their fine motor skills in order to use a range of tools competently, safely and confidently (Developed by: playdough, threading, sewing, craft, small world, building, pouring, cooking, stirring, clay etc.) (Tools: pencils, paintbrushes, scissors, knives, forks, spoons)
- Develop core muscle strength
- Develop and use a tripod grip when writing
- Develop overall body-strength, balance, co-ordination and agility
- Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian)
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- Negotiate space and obstacles safely showing consideration for themselves and others
- Demonstrate controlled balance, coordination and strength in activities and play
- Begin to understand competitive sport and take part in races (Sports Day)
- Climb with control and confidence using alternate feet and hands
- Draw with accuracy and care
- Use a range of small tools with precision

# Personal, Social Emotional Development

## Objectives

- Set and work towards simple goals
- Select and use appropriate activities and resources with a goal or outcome in mind
- Confidently try new activities and show independence, resilience and perseverance in the face of challenge
- Manage their own needs (hygiene, toileting, dressing, undressing, healthy eating)
- Moderate their feelings socially and emotionally
- Bring their own experiences into their play
- Understand right and wrong
- Follow rules, understand and explain they are important
- Talk about their wants and interests
- Talk about and understand the perspectives of others
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts including, sharing and compromise
- See themselves as a valuable individual and describe their strengths and talents
- Speak about themselves and their peers in a positive manner
- Build constructive and respectful relationships
- Adjust their behaviour to different situations
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

## BIG EXPERIENCES

- Arts Week – 17<sup>th</sup> of June (Including the talent show).**
- Summer Dance – 27<sup>th</sup> June (weather dependent)**
- Get Active Week – 8<sup>th</sup> of July**
- Race for Life – 10<sup>th</sup> of July (weather dependent)**
- Sports Day – 12<sup>th</sup> of July (weather dependent)**



## Parental Involvement

- Summer Dance – 27<sup>th</sup> of June
- Sports Day – Friday 12<sup>th</sup> of July
- Terrific Tuesdays
- End of year reports
- Open Classroom – 10<sup>th</sup> July after school

## Maths

### Objectives

- Name, talk about and explore 2D shapes using informal and mathematical language (sides, corners, straight, curved, round)
- Name, talk about and explore 3D shapes using informal and mathematical language (edges, corners, faces, straight, curved, round)
- Compose and decompose shapes, recognising shapes within other shapes
- Solve measurement problems (length, height, weight, volume, capacity, time)
- Begin to develop an understanding of fair and accurate measurement
- Compose numbers to 10
- Automatically recall number bonds to 5 (including subtraction facts)
- Recall some number bonds to 10
- Make increasingly accurate estimates of appropriate amounts
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or equal to the other quantity

### In school we will:

- Draw shape creations.
- Sort 2D and 3D shapes based on their properties.
- Find 2D shapes within 3D shapes.
- Measure the length and height, weight and mass and volume and capacity of objects and containers.
- Teach the children how to order objects by the above.
- Teach the children number bonds for amounts up to 10. Quickly recall these facts.
- Recap methods of addition and subtraction (manipulatives, pictures, counting on).
- Break numbers down into two amounts using part part whole models.

## Understanding of the World

### Objectives

- Recognise some environments that are different to the one in which they live
- Recognise some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps
- Begin to understand their impact on the environment
- Understand and describe the 5 senses humans have (sight, smell, taste, hearing, touch)
- Understand important processes and changes in the natural world around them, including the seasons and changing states of matter e.g. water.
- Begin to understand growth and decay.
- Draw pictures of animals and plants
- Understand and explain some similarities and differences between different religious and cultural communities in this country
- Identify different animals and where they live
- Understand the past through settings, characters and events
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Continue to develop digital literacy skills and independence when using technological devices, including computers and iPads
- Recognise some similarities and differences between life in this country and life in other countries.

### In school we will:

- Teach the children about different parts of the world. We will use our stories to visit and learn about Africa, South America and Antarctica so the children can begin to learn about areas that are very different to our own. We will learn about life in parts of Africa and how it is the same and different to ours.
- We will be learning about lots of animals mainly focusing on what they look like and where they live.
- We will investigate the Autumn compost bin and see how it has changed.
- We will investigate images of cartoons through time and compare them.
- Freeze water and investigate how it changes.

## Literacy

### Objectives

- Continue a rhyming string
- Use illustrations to interpret and discuss texts
- Re-enact stories in their play
- Begin to understand and identify simple features of non-fiction texts
- Use and understand recently introduced vocabulary during discussions about texts (stories, non-fiction, rhymes and poems) and during role-play
- Read all phase 2 and 3 tricky words and begin to read some phase 4 tricky words
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Write all phase 2 and 3 tricky words and some phase 4 tricky words
- Write short sentences with known letter-sound correspondences using a capital letter and full stop
- Write recognisable letters, most of which are formed correctly.
- Spell words by identifying sounds in them and representing the sound with a letter or letters.
- Write simple phrases and sentences that can be read by others.

### In school we will:

## Phonics

### In school we will:

- Reading and writing words containing long vowel sounds. These are words that contain the vowel digraphs and trigraphs we have taught this year (ai, ee, igh, oa, oo, oo, ar, or, ur, er, ow, oi, ear and air), such as toast, sport, green.
- Reading and writing words ending in s (s or z) and es such as sports, groans, spoons, crunches.
- Reading and writing words ending in ing, ed (t), ed (id/ed), ed (d) such as creeping, cloaked, crowded, speared.

### How to support at home:

- Read the books provided. Highlight the tricky words and ask why they are tricky, "so is tricky because the 'o' is making and 'oa' sound".
- Continue to read aloud to your children.

## Expressive Art and Design

### Objectives

- Explore, use and develop understanding of a range of artistic techniques
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Begin to learn that there are different types of instruments that make different sounds.
- Using a variety of tools and materials plan and create models with a goal in mind
- Share their creations, explaining the processes they have used and begin to reflect on how it could be improved
- Create and perform group role plays with a storyline using stories, their own experiences and knowledge
- Sing a range of well-known nursery rhymes and songs from memory
- Create and improvise with percussion instruments

### In school we will:

- Paint and draw sunset silhouettes using colour mixing and stencils.
- Still life drawings of fruit.
- Create clay animals.
- Learn about orchestras, including the different types of instruments.
- Experiment with water colours.
- Take part in arts week.