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| Areas of Learning | | Summer term Learning and skills focus |
| Communication and Language | *Listening, attention and Understanding* | Having developed and practised our speaking and listening skills throughout the year, we will be focusing on communicating in lots of situations including through class sessions, group work and during play activities.  **Communication and Language Early Learning Goals**  *Children at the expected level of development will:*   * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * 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. * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| *Speaking* |
| Personal, social and emotional development | Self-regulation | A wide variety of learning opportunities will provide children with the chance to develop positive inter-personal skills. We will continue our learning about emotions and responses to different situations. Free play and planned group activities will give pupils a chance to collaborate with their peers.  **Personal, Social and Emotional Development Early Learning Goals**  *Children at the expected level of development will:*   * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * 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. * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. * Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers. * Show sensitivity to their own and to others’ needs. |
| Managing self |
| Building relationships |
| Physical Development | Gross motor development | In PE lessons we will be completing active challenges including games with simple rules. We will continue to complete fine motor activities to develop hand strength and co-ordination including handwriting practise. In our outdoor space we will continue to explore gross motor skills by safely negotiating spaces, creating challenging obstacle courses and using a variety of equipment.  **Physical Development Early Learning Goals**  *Children at the expected level of development will:*   * Negotiate space and obstacles safely, with consideration for themselves and others. * Demonstrate strength, balance and coordination when playing. * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. * Use a range of small tools, including scissors, paint brushes and cutlery. * Begin to show accuracy and care when drawing. |
| Fine motor development |
| Literacy | Comprehension | We will continue our RWI journey by reading more challenging books. We will be learning new sounds and applying this learning when reading and spelling. The children will be given lots of opportunities to use their phonics skills to read and write, both in lessons and during provision. We will be exploring a range of fiction and non-fiction including *Seasons Come and Seasons Go*, *The Naughty Bus* and *Little Red Riding Hood*.  **Literacy Early Learning Goals**  *Children at the expected level of development will:*   * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. * Anticipate – where appropriate – key events in stories. * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. * Say a sound for each letter in the alphabet and at least 10 digraphs. * Read words consistent with their phonic knowledge by sound-blending. * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. * Write recognisable letters, most of which are correctly formed. * Spell words by identifying sounds in them and representing the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others. |
| Word reading |
| Writing |
| Mathematics | *Number* | Following our school-wide Mathematics Mastery approach, we will be developing key mathematical skills through lessons, maths meetings and challenges in provision. During the Summer term we will be deepening our understanding of space, shape and measure; exploring number patterns within 20 and beyond and learning about money.  **Mathematics Early Learning Goals**  *Children at the expected level of development will:*   * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. * Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. * 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 the same as the other quantity. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| *Number Patterns* |
| Understanding the world | *Past and Present* | Through discussions, stories, songs, observation and experiences, we will be exploring seasonal change as Spring turns into Summer. We will also be learning about cultures and traditions such as the Queen’s Jubilee and Eid. Through our weekly visits to the nature area, we will learn to describe what we can see around us and describe the changes we see.  **Understanding the World Early Learning Goals**  *Children at the expected level of development will:*   * 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. * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| *People, culture and communities* |
| *The natural world* |
| Expressive Arts and Design | *Creating with materials* | We will continue to developing confidence through singing, storytelling with puppets, craft activities and painting. We will draw inspiration from pictures, books and events to inspire our work.  **Expressive Art and Design Early Learning Goals**  *Children at the expected level of development will:*   * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories. * Invent, adapt and recount narratives and stories with peers and their teacher. * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
| *Being imaginative and expressive* |