



<p><u>Communication and Language</u></p> <p>To engage in longer conversations, expressing a point of view.</p> <p>To speak clearly in sentences using connectives such as "and", "but" "because".</p> <p>To stay on topic during conversations.</p> <p>Use a wider range of rich vocabulary.</p> <p>Use imagination and language effectively in play.</p> <p>To ask questions.</p> <p>To talk about personal experiences in more detail.</p> <p>To sit and listen attentively during teaching sessions/ stories.</p> <p>To listen to longer stories and talk about/ retell the main parts/ make predictions.</p> <p>Use talk to organise.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p>Operate independently in environment, asking for help when needed.</p> <p>Foster friendships and have empathy for the feelings of others.</p> <p>Become more independent at resolving disagreements.</p> <p>To be able to listen to others, wait their turn and share independently.</p> <p>Articulate their feelings verbally.</p> <p>Make healthy choices and have a growing awareness of keeping healthy.</p> <p>Be independent with personal hygiene.</p>	<p><u>Physical Development</u></p> <p>To put on own coat and fasten.</p> <p>Be independent when using the bathroom.</p> <p>Show consistency with pencil grip and dominant hand. Use a comfortable tripod grip.</p> <p>Show control when using a pencil.</p> <p>Hold scissors correctly and cut lines and simple shapes.</p> <p>Climb on outdoor equipment with confidence and care for others.</p> <p>Ride bikes and trikes- pushing pedals with feet. Avoid obstacles.</p> <p>Show control using balls- kicking, throwing.</p>	<p><u>Literacy</u></p> <p>To learn and use new vocabulary from stories.</p> <p>To listen attentively to stories and talk about them in increasing detail.</p> <p>To be confident to write emergently and understand print has meaning- give meaning to own marks.</p> <p>Recognise some letters e.g. from own name.</p> <p>Write letters in own name.</p> <p>May start to record some familiar letters, some children may record initial and other dominant sounds.</p> <p>Continue to develop phonological awareness through phase 1 phonics.</p> <p>To hear and say initial sounds in words.</p> <p>To orally segment and blend simple words.</p>
<p><u>Mathematics</u></p> <p>Daily date and weather board.</p> <p>Singing days of week/ months of year.</p> <p>Mass and capacity and height and length.</p> <p>Work on numbers to 5- composition of numbers up to 5.</p> <p>e.g. $1+1+1=3$ / $2+1=3$</p> <p>Subitising spot patterns to 6.</p> <p>Revisit pattern and 2D shape.</p> <p>Consolidate more/ fewer than.</p>	<p>Nursery.</p> <p>Summer Term 1.</p>		<p><u>Stories.</u></p> <p>The Very Hungry Caterpillar.</p> <p>The Little seed.</p> <p>Non- fiction books.</p> <p>Jack and the Beanstalk.</p> <p>Sam's Sunflower.</p> <p>Mad about mini beasts.</p>
	<p><u>Understanding the World</u></p> <p>To name and talk about people who help us and how they help us.</p> <p>To make observations and notice change in their environment e.g. seasons-To talk about signs of spring.</p> <p>To learn about the life-cycle of a frog, caterpillar and plant.</p> <p>To show care for living things. To know what plants need to live and survive.</p> <p>To name and describe mini beasts.</p>	<p><u>Expressive Arts and Design</u></p> <p>Use paint/ other materials and tools in a variety of ways.</p> <p>Create with a purpose in mind.</p> <p>Select appropriate tools for a purpose.</p> <p>Show more attention to shape, form, colour.</p> <p>Adds good detail to their work and work is recognisable.</p>	<p>visit twinkl.com</p> 

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