


<p><u>Communication and Language</u></p> <p>To engage in longer conversations, expressing a point of view.</p> <p>To speak clearly using longer sentences and 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, retell the main events and 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>Play in a group, negotiating, sharing independently and listening to others.</p> <p>Become more independent at resolving disagreements.</p> <p>To be able to listen to others and wait their turn.</p> <p>Articulate their feelings verbally.</p> <p>Make healthy choices and have a growing awareness of keeping healthy.</p> <p>Be completely 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>Understand print has meaning.</p> <p>Write some or all of their name.</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>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>Number composition 1-5- consolidation</p> <p>Night and day.</p> <p>Sequencing daily events.</p> <p>Positional language.</p> <p>Mass and capacity.</p>	<p>Nursery.</p> <p>Summer Term 2.</p>		<p><u>Stories.</u></p> <p>I love the seasons- Summer</p> <p>Horses' holiday</p> <p>What do you do at the seaside?</p> <p>Under the sea.</p> <p>Commotion in the Ocean.</p> <p>Shark in the park.</p> <p>The Rainbow fish.</p> <p>Sharing a shell.</p> <p>Non- fiction texts about sea creatures.</p>
	<p><u>Understanding the World</u></p> <p>To make observations and notice change in their environment e.g. seasons-To talk about signs of Summer.</p> <p>Use their senses to explore natural materials and materials with similar/ different properties.</p> <p>Know there are different countries in the world and talk about own experiences and differences they have experienced or seen in photos.</p> <p>To share experiences of seaside places.</p>	<p><u>Expressive Arts and Design</u></p> <p>Use paint/ other materials and tools in a variety of ways. Create different effects and textures using tools.</p> <p>Create with a clear 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>Can use tools and resources independently</p>	<p>visit twinkl.com</p> 