

## Mathematical Development (MD)

### Number

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

### Shape, Space and Measure

Manipulate, Compose and decompose shapes

Select shapes for a purpose

Rotate shapes

Manipulate shapes

Explain shape arrangements

Compose shapes

Decompose shapes

Copy 2D shape pictures

Find 2d shapes and 3D shapes

## Physical Development Fine Motor (PD)

Use a range of small tools, including scissors, paintbrushes and cutlery.

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Write recognisable letters (including lower case and capital letters), most of which are correctly formed.

Develop the foundations of a handwriting style, which is fast accurate and efficient.

## Physical Development Gross Motor (PD)

In PE we will be learning to:

Dance - Seasons

Use my body and create simple theme related shapes, movements and actions

Use my body to express simple theme related shapes, movements, and feelings

Travel safely and creatively in space

Show different levels when I travel

Look at pictures and create shapes, movements and actions

Remember and perform a basic sequence of movement

Summer 1  
What's growing in  
the garden?

## Personal, Social & Emotional Development (PSED)

*In our PSED, we will be talking about:*

Being helpful at home and caring for our classroom

Respecting each other's differences & similarities

Looking after our pets

Caring for our world

Staying safe outdoors

Key vocabulary: *safe, different, similar, same, environment, caring*

## Literacy (L)

### Writing

*We will be learning to:*

Include spaces between each word

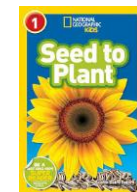
Use capital letter and full stop correctly within sentences

Write simple common exception words linked to phonics programme

Confidently spell simple CVC words e.g. did, bed, his, him, put, red, sat, fun, hot, box, yes

Spell words with some digraphs and trigraphs e.g. shop, pink, sing, chat, thin, boat, cow, moon, book, rain, see, high, car, for

Write a simple caption / sentence, using current phonics knowledge



### Reading

*We will be learning to:*

Listen to and enjoy a variety of stories, rhymes, poems and non-fiction texts

Talk about the structure of stories e.g. beginning, middle and end

Talk about story events, characters and setting in response to questions

Re-enact / re-tell simple texts, using some vocabulary and language structures from the text

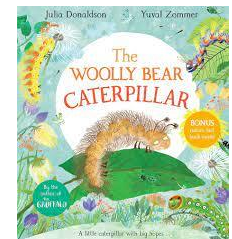
Predict some of the story line and vocabulary, in response to what has been read

Talk about likes and dislikes

Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Answer a range of questions with relevant comments, including simple inferential and deductive questions

Read labels, captions and some simple sentences using current phonic knowledge



## Understanding of the World (UW)

### Science

During this half term we will be learning about minibeasts and growing. We will be learning to:

1. Understand important changes and processes in the natural world.
2. Explore the natural world around me.
3. Explore the natural world around me
4. Use observations and skills to make a model.
5. Notice changes in the natural world.
6. Explore a variety of materials, tools and techniques to make a bug habitat.

Key vocabulary: Minibeast, insect, habitat, diet, caterpillar, butterfly, growing, chrysalis, larvae, segmented, legs, invertebrate, exoskeleton, food, life cycle

## Expressive Arts & Design (EAD)

### Art

Sculpture and 3D: Creation station

We will be looking at the Artists:

**Beth Caverer and Julie Wilson**

We will be learning to:

- Explore the properties of clay.
- Use modelling tools to cut and shape soft materials eg. playdough, clay.
- Select and arrange natural materials to make 3D artworks.
- Talk about colour, shape and texture and explain their choices.
- Plan ideas for what they would like to make.
- Problem-solve and try out solutions when using modelling materials.
- Develop 3D models by adding colour.

Key vocabulary: Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, bend, chop, cut, pinch, roll, slice, soft, stretch, 3D, bark, collage, landscape, leaves, petals, clay, design, sculpture, flatten, join, pinch, design, evaluate, model, plan

### Music

Big band

We will be learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

L & E: Film soundtrack & popular music

## Communication and Language (CL)

### Vocabulary and oral composition

Use new vocabulary in sentences, in a range of contexts  
Say a simple sentence that they would like to write (oral rehearsal for writing)

Begin to orally compose a sequence of 2-3 simple sentences