**Summer 2022**

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| **Area of Learning** | **Key Skills** | **Development matters** | **Context** |
| **Personal, social and emotional development** | **Making relationships**  Play cooperatively taking turns  Listen to the ideas of others  Show sensitivity to others  Form positive relationships  **Self-confidence and self-awareness**  Try new activities with confidence  Speak to others  Ask for help  **Managing feelings and behaviour**  Talk about feelings  Talk about behaviour  Describe behaviour that is wrong | **Nursery -Securing**  • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing  **Reception - Securing**  • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian | **Early Years**  PSED skills are embedded in all activities and everyday routines.  Zumos  PANTs  Relationships  Secrets of Success  Continuous Provision  Visitors into school and trips  Feedback Friday  Nursery  Traditional Tales  Summer  Pirates  Holidays  Reception  Starting with a story  Under the Sea  Seaside past and present |
| **Communication and Language** | **Listening and attention**  Listen attentively  Anticipate key events  Make relevant responses  **Understanding**  Follow instructions  Answer how and why questions about events  **Speaking**  Can express ideas to and audience  Describe events in past,present and future | **Nursery - Securing**  Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver  **Reception - Securing**  Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | **Early Years**  C&L skills are embedded in all activities and everyday routines.  Story time  Child initiated activities  Adult initiated activities  Listening games  Sharing News. Show and Tell  Weekend Bear  Zumos  Circle Time  Hot seating  Continuous Provision including  Puppets  Small World  Role Play  **Nursery**  Phase 1 phonics  Traditional Tales  Summer  Pirates  Holidays  **Reception**  Starting with a story  Under the Sea  Seaside past and present |
| **Physical development** | **Moving and handling**  Show good coordination (large and small scale)  Move confidently  Negotiate space  Handle tools and equipment  **Health and self-care**  Understand the importance of exercise and diet for good health  Dress independently  Wash independently  Go to the toilet independently | **Nursery - Securing**  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips  **Reception - Securing**  Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes | **Early Years**  FUNDACATS  Outdoor ball games, Hula Hoops, bat and balls, balances, beams, obstacle course, wheeled toys.  Fine motor skills – pencil control, scissor skills  Continuous Provision including Fine motor skills  Threading, lacing, tracing, cutting, writing patterns |
| **Literacy** | **Reading**  Read and understand simple sentences  Use phonic knowledge to decode regular words  Read some common irregular words  Demonstrate to others an understanding of reading  **Writing**  Use phonic knowledge to write words  Write some irregular common words  Write simple sentences  Spell some words correctly  Spell some words in a plausible way | **Nursery - Securing**  Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately.  **Reception - Securing**  • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. | **Early Years**  Continuous provision including  Alphabet songs and games  Rhythm and Rhymes  Percussion  Voice sounds  Sound discrimination  Alliteration  Oral segmenting and blending.  Mark making  Write own name  Labels  Reading for Pleasure  Daily story and rhyme time  Continuous Provision including  Puppets  Small World  Role Play  **Nursery**  Phase 1 phonics activities  Guided Reading – Rising Stars  **Texts** (linked to topic)  Guess How Much I love you in the Summer  Pirates love Underpants  **Reception**  Phase 2/3Phonics  Guided Reading – Rising Stars  Writing sentences, lists  **Texts** (linked to topic)  Lucy and Tom at the Seaside  Mr Bear’s Holiday  Rainbow Fish |
| **Mathematics** | **Numbers**  Count reliably  Place numbers in order  Represent numbers  Add and subtract  Solve problems  **Shape, space and measure**  Use measurements  Recognise, create and describe patterns  Describe objects and shapes | **Nursery - Securing**  Develop fast recognition of up to 3 objects, without having to count them individually (‘subitizing’). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). • Show ‘finger numbers’ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: ‘more than’, ‘fewer than’. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  **Reception - Securing**  Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity | **Early Years**  Continuous Provision including Number songs  Numbers in the environment  Number games  Shapes  FUN Maths  Daily Action counting    **Nursery**  **FUN Maths**  Number rhymes to 5  Counting rote to 5 and then 10 Use  **Maths**  Number skills.  Use Geometry skills  Use measuring skills  Use Data skills  Developing Numerical Reasoning  **Reception**  **FUN Maths -** Number bonds within 10  Numbers to 20  Count on and back within 20  Doubles and halves  Sharing  POWER MATHS  To know and use number  To add and subtract  To understand the properties of shape  To use measures  To recognise, create and describe patterns  To describe position, direction and movement |
| **Understanding of the world** | **People and communities**  Talk about past and present events  Show sensitivity to the likes and dislikes of others  Know the similarities and differences between themselves and others  **The world**  Learn in familiar places  Observe and describe environments  **Technology**  Recognise the use of technology  Use technology for a purpose | **Nursery - Securing**  • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/ or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  **Reception - Securing**  Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them | **Early Years**  Continuous Provision including  Puppets  Small World  Role Play  Puzzles  Apple TV pictures and games  Nursery  Traditional Tales  Summer  Pirates  Holidays  Reception  Starting with a story  Under the Sea  Seaside past and present  Science link  How do humans change as they get older?  Seasons Snap Science Our Changing World - Summer  Science Developing Experts - Space  History of children’s traditional tales  **TW** Geography link  Holiday destinations  Where in the world are stories set?  **P&C**  History link Seaside then and now  RE  Bible Stories  **T** computing link  Computing –Kapow Using a computer |
| **Expressive Arts and Design** | **Exploring and using media**  Sing songs  Make music  Dance  Use tools and materials safely  **Being imaginative**  Use media and materials imaginatively  Represent thoughts, ideas and feelings through design, technology, art, dance, role play and stories | **Nursery - Securing**  • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas  **Reception - Securing**  • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups | **Early Years**  Continuous Provision including  Puppets  Small World  Role Play  Ice cream Parkour  Travel Agents  Painting  Drawing  Collage  **Nursery**  Phase 1 phonics  Simple songs  Keeping a steady beat  Rhythm and rhyme  **Reception**  Art link  Artist  Monet  Music Kapow  Music Stories  Music and Movement |