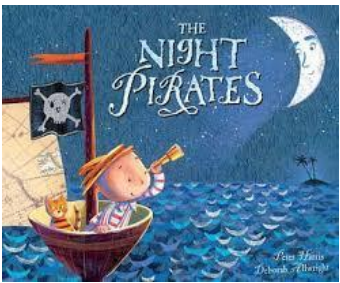
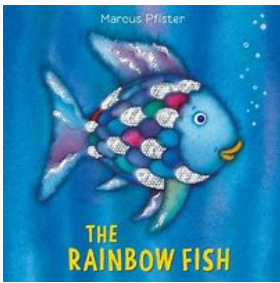


<p>Personal Social and Emotional Development Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. Continue to see self as a valuable individual 	<p>Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. Understand humour more readily <i>e.g. nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development Gross Motor Skills</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 	<p>Literacy Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> ⇒ Secure P3...<i>trigraph</i> Read words consistent with their phonic knowledge by sound/blending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> ⇒ <i>you, they, all, are, my, her (plus see Autumn/Spring words)</i> <p>Writing</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> ⇒ CVC words Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> ⇒ Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter Begin to sequence 2-3 sentences within purposeful fiction/nonfiction writing, such as: <ul style="list-style-type: none"> ⇒ Instructions ⇒ Fact cards (<i>e.g. using a 'spidergram' to collate information</i>)
<h2>Summer 2</h2> <h1>Splish, Splash, Splosh</h1> <div style="display: flex; justify-content: space-around;">   </div> <p>Themes – Pirates, Under the Sea, Seaside</p>			
<p>RE</p> <p>Where do I belong? (linked to transition)</p>	<p>Vocabulary</p> <p>Beach, waves, sand, sea, ocean, under the sea animals</p> <p>(We will discuss new vocabulary as and when it arises in the classroom)</p>	<p>Books</p> <p>The Night Pirates</p> <p>The Pirates Next Door</p> <p>Rainbow fish</p>	<p>Mathematics</p> <ul style="list-style-type: none"> Sharing Grouping Even and odd sharing Play with and build doubles Repeating patterns Creating and exploring own pattern rules Replicate and build scenes and constructions Describe positions Give instructions to build Explore mapping Making connections- Deepening understanding <p>Links to Development Matters: Reception –</p> <ul style="list-style-type: none"> Compare numbers Continue, copy and create repeating patterns
<p>Expressive Arts and Design Creating with Materials</p> <ul style="list-style-type: none"> 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 <p>Being Imaginative & Expressive</p>		<p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> 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 	

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

- 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.

Natural World

- Describe different habitats- seaside / our town
- Compare habitats desert / ocean
- Describing different animals in books or pictures
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Floating and sinking
- Saving marine animals/ conservation
- Animals who live in shells
- Naming sea animals
- Sort sea and land animals
- How humans need to adapt to swim underwater – diving suits/ masks
- The sea and tides
- 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