



Understanding of The World

1	Continue to use the computer/lpad to gain confidence in a ICT. (Computing Link)	Using apps to colour/read/recognise numbers etc.
2	Children to talk about significant events in their life with confidence. (History Link)	Chn will discuss growing up/birthdays/siblings being born.
3	To know that there are different countries in the world, (Geography Link)	Look at basic maps and talk about were animals live in the world.
4	To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Science/ Geography Link)	Recycling games/rubbish in the sea/nature hunts-beach, forest etc.
5	To listen to A Tiny Seed and talk about plants. Plant their own seeds and check how tall the plants grow. (Science Link)	Chn will have individual seed to care for, observing each step of the life cycle.
6	Talk about the life cycle of a plant. (Science Link)	Discuss the stages they are seeing.
7	Talk about the life cycle of an animal. (Science Link)	Butterflies/frogs/human s
8	To know that living beings follow a similar growth pattern and make comparisons. (Science Link)	Compare cats and dogs/butterflies and frogs
9	To know that every living being has a life cycle and they change in shape and size as they grow. (Science Link)	Discuss why animals grow, what they need to grow.
10		

Key People/Places/Facts

1	England	Our country, what does it look like on a map, what weather we experience, what the culture is like.
2	Forest school	What is forest school, what do we do there, why are we growing plants.
3	Plant life cycle	Observe and discuss the stages of plant life cycle
4	Butterfly life cycle	Observe and discuss the stages of the butterfly life cycle
5	Frog life cycle	Observe and discuss the stages of the frog life cycle.
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Big Questions

1	How do plants help us?	What do we need to help plants grow?
2	Should we look after our environment?	What is natural and what is man-made?
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4		

Vocabulary

	Tier 2	Tier 3
	Butterfly	observe
	Cycle	growth
	environment	changes
	country	similar
	map	different
	Tadpole	Compare
	Caterpillar	recognise
	Cocoon	
	froglet	

Literacy

Reading:

Explore different genres of texts, and different types of print.

Children will begin to identify some sounds during oral blending games.

To begin to make predictions about a story, sometimes supported by an adult with vocabulary.

To know that blending sounds makes words.

To understand that print has purpose.

To join in with repetition within stories.

To be able to talk about different parts of the story.

Writing Opportunities:

To begin to write their own name independently.

To draw pictures and describe them.

To form some letters that are not in their name.- Phonics

Communication & Language

SKILLS

To listen to traditional stories and retain key vocabulary.

To be able to answer questions and share opinions using the relevant vocabulary.

To be able to talk about the setting, characters and the structure of the story.

To be able to use connectives e.g. Once upon a time and then.

KNOWLEDGE

To know that stories have a beginning, middle and an end.

To be able to answer questions related to the story.

To be able to use vocabulary learnt to have a conversation with others.

MATHS

SKILLS

Practical problem solving with numbers up to 5.

To select and use shapes appropriately in play, combining them to make models and enclosures.

To develop fast recognition of numbers.

To use relevant mathematical vocabulary when talking about learning.

To begin to make sensible comparisons between objects relating to size, length, weight and capacity.

To begin to describe a sequence of events accurately.

To recall simple facts about a familiar journey.

KNOWLEDGE

To subitise to 6.

To remember the order in which things happen.

To know that subtraction means taking an amount away from a group.

To know that some shapes more appropriate than others when building.

To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".

Physical Development

SKILLS

To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.

To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.

To run skilfully and be able to negotiate space.

KNOWLEDGE

To mark make using a comfortable grip when using pencils and pens.

To know that snips should be made on the line and the pattern should be followed.

To know how to feed paper/materials through hand when cutting around objects.

To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.

Year: 2023/2024
Term: Summer
1
Theme: Growing Things

PSED

SKILLS

To be able to initiate play with peers and keep play going by giving ideas.

To become more outgoing with unfamiliar people.

To show more confidence in new social situations.

To begin to find solutions to conflicts.

To show an awareness of how others may be feeling.

KNOWLEDGE

To know that to play nicely it's important to share and take turns.

To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.

To know that it is OK to engage with others, even if in a different environment.

To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.

To begin to take responsibility for living things.

Expressive Arts

SKILLS

To use puppets and props to act out different traditional stories. [\(Art Link\)](#)

To make masks for role play. [\(DT/Art Link\)](#)

Sing familiar songs in the correct tone and changing melody if appropriate. [\(Music Link\)](#)

Uses available resources to create props to support role-play. [\(DT/Art Link\)](#)

To use available props to develop stories and make imaginative play more purposeful. [\(DT/Art Link\)](#)

To show different emotions in pictures clearly. [\(Art Link\)](#)

To draw with increasing control, representing features and detail clearly. [\(Art/PE Link\)](#)

KNOWLEDGE

To know how to use props appropriately for particular stories. [\(Art/DT Link\)](#)

To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. [\(Art/Music Link\)](#)

For children to be able to construct with a purpose and safely. [\(DT Link\)](#)

To know how to use available props to develop stories and make imaginative play more purposeful. [\(Art/DT Link\)](#)

