



Doing all the good we can


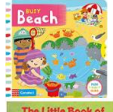
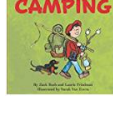




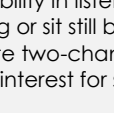


















EYFS Nursery 2 Medium Term Planning Year B Summer

Area of Learning	17.4.23	24.4.23	1.5.23	8.5.23	15.5.23	22.5.23	5.6.23	12.6.23	19.6.23	26.6.23	3.7.23	10.7.23	17.7.23 +2 days
Block Focus	The Natural World (Geography)		Past and Present (History)	Technology and E Safety (Computing)	Additional K&U World	Being Imaginative and Expressive (Music)	The Natural World (Science)	Creating With Materials (Art)	Creating With Materials (D&T)		People, Culture and Communities (RE)		
K+U Sticky Knowledge	<p>Location knowledge</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos <p>Place Knowledge</p> <ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past 	<p>Algorithms</p> <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images <p>Creating Programs</p> <ul style="list-style-type: none"> • Shows an interest in technology 	<p>Past and Present cont.</p>	<p>Performing</p> <ul style="list-style-type: none"> • Remember & sing familiar songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs • Play instruments 	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> • Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees • Observe growth & decay over time • Begin to understand the need to respect & care for the natural environment & all living things • Talk about what they see, using a wide vocabulary • Understand the key features of the life cycle of a butterfly <p>Plants</p> <ul style="list-style-type: none"> • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive • Observe plants closely through a variety of means 	<p>Drawing & paint (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools • Draw with increasing complexity & detail, such as representing a face with a circle & including details • Show different emotions in their drawings • Explore colour & colour mixing <p>Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing</p> <ul style="list-style-type: none"> • Explore different materials freely, in order to develop ideas 	<p>Designing</p> <ul style="list-style-type: none"> • Develop own ideas & decide which materials to use to express them <p>Making</p> <ul style="list-style-type: none"> • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use available resources to create props or creates imaginary ones to support play <p>Evaluating</p> <ul style="list-style-type: none"> • Develop new skills & techniques • Use tools for a purpose <p>Food Technology</p> <ul style="list-style-type: none"> • Talk about the differences between materials & changes they notice • Make healthy choices 	<p>AT1 Belief and Teachings</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story & family history <p>Practices and Lifestyle</p> <ul style="list-style-type: none"> • Talk about what they have experienced or seen in photos <p>Expression and Language</p> <ul style="list-style-type: none"> • Develop positive attitudes 			

<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 	<p>experiences</p> <ul style="list-style-type: none"> • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Develop an understanding 	<p>cal toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and Tablets</p> <p>Using Technology</p> <ul style="list-style-type: none"> • Knows that information can be retrieved from digital devices and the internet <p>Use of IT beyond school</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can 		<p>with increasing control to express their feelings & ideas</p> <p>Appraising</p> <ul style="list-style-type: none"> • Explore & learn how sounds & movements can be changed e.g. louder, quieter • Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously • Respond to what they have heard, expressing their thoughts & feelings <p>Composing</p> <ul style="list-style-type: none"> • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know 	<p>e.g. magnifiers & photographs</p> <ul style="list-style-type: none"> • Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds • Use all the senses in hands-on exploration of plants • Understand the key features of the life cycle of a plant <p>Animals including humans</p> <ul style="list-style-type: none"> • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal 	<p>about how to use them & what to make</p> <ul style="list-style-type: none"> • Join different materials & explore different textures • Handling, feeling, enjoying and manipulating materials • Use variety of construction materials <p>Use different materials</p> <ul style="list-style-type: none"> • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them <p>Explore a range of artists</p> <ul style="list-style-type: none"> • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them 		<p>about the differences between people</p> <p>AT2 Reflecting</p> <ul style="list-style-type: none"> • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family <p>Understanding Values</p> <ul style="list-style-type: none"> • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family
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			<ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 									
Seasons and Celebration Stimulus			May Day King Charles					Father's Day				Islamic New Year

Doing all the good we can

			Corona tion												
PSHE	My Family and Me	Make Friend, Make Friend, Never Never break friends	Make Friend, Make Friend, Never Never break friends	Falling out and bullying	Falling out and bullying	Being the best friends we can.	My Body	Respectin g my body	Growing Up	Fun and Fears	Fun and Fears	Celebratio n	Transition		
Christi an Value s	Friendship						Respect								
Predic ted Texts	  	    	  	 			  	   							
C & L Listeni ng, Attenti on and Under	<ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion 						<ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span Understands a range of complex sentence structures including negatives, plurals and tense markers Beginning to understand humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion Understands questions such as who; why; when; where and how 								



standi ng	<ul style="list-style-type: none"> • Understands questions such as who; why; when; where and how 	
C&L Speaki ng	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play
P,S and E D Self Regul ation	<ul style="list-style-type: none"> • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> • Understands their own and other people's feelings, offering empathy and comfort • Talks about their own and others' feelings and behaviour and its consequences • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met • Seeks support, "emotional refuelling" and practical help in new or challenging situations. • Is aware of behavioural expectations and sensitive to ideas of justice and fairness • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
P,S and E D Mana ging Self	<ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow 	<ul style="list-style-type: none"> • Recognises that they belong to different communities and social groups and communicates freely about own home and community • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination • Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group • Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms • Has a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day



	<ul style="list-style-type: none"> • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	<ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
<p>P,S and E D Buildin g Relati onship s</p>	<ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship 	<ul style="list-style-type: none"> • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship
<p>PD Gross Motor Skills</p>	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
<p>PD</p>	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials 	<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials



<p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
<p>L Comprehension</p>		
<p>L Word Reading</p>	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.
<p>L Writing</p>	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of



	<p>them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 							<p>the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 						
<p>M Numb er and Numb er Patter ns</p>	<p>Comparison</p> <ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality) <p>Cardinality</p> <ul style="list-style-type: none"> • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) <p>Composition</p> <ul style="list-style-type: none"> • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" <p>Measures</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 							<p>Comparison</p> <ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size <p>Counting</p> <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality) <p>Cardinality</p> <ul style="list-style-type: none"> • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) <p>Composition</p> <ul style="list-style-type: none"> • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" <p>Measures</p> <ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars 						
<p>Maste r the Curric ulum</p>	<p>Summer Starters – subitising and revision</p>	<p>Sequencing</p>	<p>Positional Language</p>	<p>More than/fewer than</p>	<p>Shape – 2D Revisit pattern from Autumn</p>	<p>Shape – 3D Revisit pattern from Autumn</p>	<p>Consolidation: More than/fewer one more and one less</p>	<p>Number composition 1 – 5 Revision</p>	<p>What comes after?</p>	<p>What comes before?</p>	<p>Numbers to 5</p>	<p>Consolidation / Activity weeks SUMMER</p>	<p>Consolidation / Activity weeks</p>	
<p>U the W</p>	<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Ask questions to find out more & to check understanding of what has been said 							<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how 						



<p>Past and Present</p>	<ul style="list-style-type: none"> • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books • Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what has been said <ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night <ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? <ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain 	<ul style="list-style-type: none"> • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books • Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what has been said <ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night <ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? <ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain
<p>Use the World, People, Culture and Communities</p>	<ul style="list-style-type: none"> • Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines • Understand that some places are special to members of their community • Know about similarities & differences between themselves & others, & among families, cultures & traditions • Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> • Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines • Understand that some places are special to members of their community • Know about similarities & differences between themselves & others, & among families, cultures & traditions • Knows that other children do not always enjoy the same things, & is sensitive to this
<p>Use the World The Natural World</p>	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. 	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live. <ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see.



	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them
<p>E A & D Creati ng with Materi als</p>	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding <ul style="list-style-type: none"> • Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking • Create representations both imaginary & real-life ideas, events, people & objects 	<ul style="list-style-type: none"> • Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding <ul style="list-style-type: none"> • Use increasing knowledge & understanding of tools & materials to explore their interests & enquiries & develop their thinking • Create representations both imaginary & real-life ideas, events, people & objects
<p>EA & D Being Imagi native and Expres sive</p>	<ul style="list-style-type: none"> • Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Sing in a group or on their own, increasingly matching the pitch & following the melody • Listen attentively, move to & talk about music, expressing their feelings & responses • Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i> • Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups 	<ul style="list-style-type: none"> • Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to • Sing in a group or on their own, increasingly matching the pitch & following the melody • Listen attentively, move to & talk about music, expressing their feelings & responses • Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i> • Choose particular movements, instruments/sounds for their own imaginative purposes • Explore & engage in music making & dance, performing solo or in groups

