

What do we want children to **know** by the end of this block and what do we want children to know **how to do** by the end of this block?

Communication and Language

- Generate original narratives using small world, figures or puppets in role play with open-ended props.
- Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.
- Play games where they give instructions to each other.
- Recall and define specialist vocabulary for the half term

Words and phrases we want children to recall and define:

Infront, behind, next to, underneath, opposite, once upon a time, after a while, later, the same day, they all lived happily ever after
I think..., because..., It could be..., It might...

Personal, Social & Emotional Development

- Engage in games where different participants have different roles.
- Build strategies to challenge undesirable behaviour towards others

Words and phrases we want children to recall and define:

Your turn, my turn, you do, I do, be kind, helpful

Physical Development

- Stack and align irregular and natural objects.
- Use hand moulding and building techniques with malleable materials.
- Control large scale gardening tools including watering cans.
- Use fine pincer mark-making clay tools with precision.
- Use a range of tools to dismantle mechanisms.
- Bounce a ball on the spot or on the move.
- Name physical features of a beach environment using secondary sources.
- Roll or throw a ball under arm at a target.
- Kick a ball at a target or to a friend

Words and phrases we want children to recall and define: Pour, dig, cut, chop, turn, clockwise, anticlockwise, catch, throw, over, under

Literacy

- Name book characters and describe their qualities.
- Articulate dilemmas the characters face.
- Use the structure of rhyming texts to participate in a recall of sections of text.
- Read Write Inc-Speed Sounds set2 and 3
- Write short compositions with more than one sentence, beginning to use capital letters and full stops.

Words and phrases we want children to recall and define:

Information book, non-fiction, contents page, index, illustration, diagram, label



Summer Term 2

...be bold...
~ you are capable of changing a situation...
become the explorer of tomorrow~

Maths

- Count by rote to 100.
- Count in decade numbers.
- Notice and articulate patterns on a 100 square.
- Recall and apply doubles and halves within 10.
- Continue and create more complex linear patterns.
- Continue and create circular and symmetrical designs with 2D and 3D shapes.
- Sort 3D shapes according to properties.
- Measure mass and capacity using simple non-standard measures

Words and phrases we want children to recall and define: Part, part, whole; double; half; even and odd, 3D shape names; symmetrical; full; empty; tens

Understanding the World

- Describe changes to trees and woodland plants in summer.
- Describe and recall the transition from caterpillars into butterflies.
- Know and demonstrate how to nurture edible plants.
- Identify similarities and differences between the animals and plants in the environment and in the woodland environment.
- Compare physical features using aerial views
- Describe differences and similarities between beaches around the world, using photographs
- Describe natural and manmade beach detritus and know the dangers to wild life from manmade rubbish

Words and phrases we want children to recall and define:

Growing, light, dark, shade, treasure, sand, fossil, water, sea, glass, rock pools, shipwreck, seashore, waves, tide, current, weather, words, bark, sap, evergreen, deciduous

Expressive Arts & Design

- Create, describe and explain transient 2D or 3D designs or sculptures with natural materials outside the environment.
- Make detailed and accurate observational drawings of natural found objects and living things, including matching colours.
- Shape and mould wet sand and clay with hand tools to create particular effects.
- Generate simple oral and enacted narratives with role play props or small world.
- Use dance gestures and movements to tell a story.
- Body percussion and instrumental sound effects to tell a story.
- Simple sea shanties

Words and phrases we want children to recall and define:

Shape, size, colour, Sea shanties, rhymes, move to the beat, feel the beat, tap out the beat