

Literacy

- I can sing songs and say rhymes independently,
- I know how to pay attention and respond to the pictures or the words when it's whole class story.
- I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories.
- I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.
- I know words and phrases from familiar stories.
- I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- I can make marks on their picture to stand for their name.

Key Vocabulary:

Songs, nursery rhymes, books, stories, pictures, drawing, writing, name.

Communication and Language

- I know many rhymes.
- I can engage in story times.
- I know how to talk about familiar books.
- I know how to use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."
- I know how to use longer sentences of four to six words, sometimes accurately.
- I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Key Vocabulary linked to theme 'Fairy Tales':

Bad characters and good characters

Extra-Curricular Learning

Fairy Tales Summer 2

Mathematics

- I know how to get objects from a group Eg 3 chairs.
- I know how to say number words for a purpose.
- I know that numbers are in a sequence, maybe skipping numbers (1, 2, 3, 5).
- I know some counting gestures eg pointing, making sounds, saying some numbers.
- I know some number symbols.
- I am beginning to know how to count on my fingers.
- With support, I know spatial words like on top of, up, down and through.
- I know spatial words like on top of, up, down and through.
- I know how to use blocks to create simple structures including lines of identical shapes.
- I know how to compare size weight etc using gestures and language eg bigger/little/smaller, high/low, tall, heavy.

Key Vocabulary:

1,2,3,4,5 and maybe beyond, empty, full, on top of, up, down, through, bigger, little, smaller, high, low, tall, heavy.

Physical Development

Kicking—I know that I kick a ball with my foot.
I can kick a ball with either foot.
I know that I kick a ball with my foot.
I can begin to show a preference for a dominant foot when kicking.
Throwing & Catching—I know that I throw using my hands.
I can throw a ball with increasing force.
I know that I throw using my hands
I can begin to show a preference for a dominant hand when throwing
I know that I use two hands to catch a ball.
I can catch a large ball and use my chest to trap it.
I am beginning to show preference for dominant hand and/or leg/foot.
I can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.
I can show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.
I am beginning to hold mark-making tools with thumb and all fingers.

Key Vocabulary:

Kick, foot, ball, throw, catch standing, climbing, peddling, moving.

National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

Fairy Tales

Summer 2

Personal, Social and Emotional Development

I am beginning to recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.
I can seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.
I am beginning to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
I can show when I am proud or embarrassed as well as a wider range of emotions.
I can participate more in collective cooperation as my experience of routines and understanding of some boundaries grows.
I can show a sense of autonomy through asserting my ideas and preferences and making choices and decisions.
Key Vocabulary:
Friends, sharing, taking turn, kind hands

Expressive, Arts and Design

I am beginning to understand the cause and effect of their actions in mark making.
I knows the marks they make have value.
I can explore colour.
I can use different tools for painting.
I know that I can make marks in play dough
I can squash play dough with hands and fingers to shape it
I know that music makes my body want to move.
I can respond and physically to music during my day.
I can move to music.
I can use 3D and 2D structures to explore materials and/or to express ideas.
I am beginning to make believe by pretending using sounds, movements, words, objects.
Key Vocabulary:
Big, small, marks, painting, sound, song, move, blocks, build.

Understanding of the World

I know that I need to care for animals.
I know that not all materials feel the same
I know key locations of nursery, school and outside area.
I know through using my senses how we are different or similar
I can remembers and talk about significant events of my own experience.

Key Vocabulary:

Animals, care, map, route, different, similar family