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| 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 & Language  **Listening and Attention**  To pay attention to more than one thing at a time even when it is difficult  To understand and answer why questions  To understand how to listen carefully and why listening is important  To listen to others when one to one or in a small group, and start and continue a conversation with a friend  **Understanding**  To learn rhymes poems and songs  To understand why questions and answer simple why questions  To follow instructions containing 3 information carrying words.  To understand concepts:  Position and direction: under, in front of, behind  Mathematical language: sides, corners, straight, flat, round  Size and mass:tall, long, short, heavy, light (and comparative forms)  **Speaking**  To use future and past tense e.g. ‘I am going’/’I went’  To begin to observe and talk about living things in the local environment  To express a point of view and debate when they disagree with an adult or a friend, using words as well as actions  To begin to describe a sequence of events, real or fictional, using words such as ‘first’ and ‘then’  To use more complex sentences to link thoughts (and & because)  To learn new vocabulary - focus words from core texts: seed, roots, stem, leaves/leaf, flowers, petal/s, pollen, soil, water, sunlight, nutrients, warmth, habitat | Physical Development  **Fine Motor**  To manipulate a range of gardening tools and equipment in one hand such as a shovel, trowel and watering can  To use a comfortable grip with good control when holding a pencil  To zip up their coat  **Gross Motor**  To maintain balance using hands and body to stabilise  To ship, hop, stand on one leg and hold a pose for a game like musical statues  To take part in group activities that they make up themselves or in teams  Uses large muscle movements to wave flags and streamers, paint and make marks  To wash and dry their hands effectively and know why this is important To begin to understand that wearing sunscreen, a hat and sunglasses can protect the skin and eyes from sun damage.  To begin to talk about why it is important to wear a hat and sunscreen on sunny days. | Personal, Social & Emotional Development  **Jigsaw unit - Relationships**  To tell you about my family  To understand how I can make friends if I feel lonely  To tell you some things I like about my friends  To know what to say and do if someone is mean to me  To use the calm me time to manage my feelings  To work together and enjoy being with my friends  To talk with others to solve disagreements  To understand and talk about how others might be feeling alongside their wants and needs  To be more able to recognise the impact of their choices/behaviours on others  To practise skills of assertion, negotiation and compromise  **RE - Why is the word ‘God’ so important to Christians?**  To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings  about the world  To listen to and discuss stories, talking about what they say about the world, God and human beings  To think about the wonders of the natural world, expressing ideas and feelings |
| Literacy  **Reading**  To retell and discuss familiar stories  Core books: Sam Plants Sunflowers, A Seed in Need, Caterpillar to Butterfly, 10 Seeds, Superworm, In Wibbly’s garden, The Hungry Caterpillar, Polar Bear Polar Bear What do you Hear?, No-Bot, Monkey Puzzle  Talk for writing: The Little Red Hen  To show an awareness of rhyme and alliteration  To hear or say the initial sounds in words  To understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing  To recognise familiar words and signs, such as their own name and advertising signs  **Writing**  To make drawings in response to outings  To identify and write the initial letter of their own name | **Summer 1 (Nursery)**  **Sunshine and Sunflowers:**  Local area  Life cycles - frogs/butterflies/plants  Planting/gardening  Mini beasts | Mathematics  To talk about and explore 2D and 3D shapes  To select shapes appropriately in play  To combine shapes to make new ones  To talk about and identify the patterns around them  To extend and create ABAB patterns  To notice and correct an error in a repeating pattern  To know that the last number reached when counting tells you how many there are in total. To link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.  Core maths songs: hickory dickory dock, one little elephant came out to play, 1,2, buckle my shoe, 5 little speckled frogs |
| Understanding the World  **People cultures and communities**  To know more about their local environment/community, that they are a part of it and how to look after it  **The natural world**  To develop an understanding of growth, decay and changes over time - e.g. to trees during spring (buds appearing), to seeds that are planted  To begin to understand the effect their behaviour can have on the environment (picking flowers - what happens to them?, leaving rubbish on the floor - what could happen? )  To know that plants and trees are living things  To begin to understand that a habitat is a place where living things (plants and animals) live  To develop an understanding of what plants need to grow from soil (e.g.) air, sunlight, warmth, water and nutrients from soil) To know that parts of plants include roots, stem, leaves, flowers and petals To begin to understand the key features of the life cycle of a plant To care for growing seeds and plants and describe observable features of different plants and trees **Past & Present**  To share memories of events in their own lives  To begin to put events in order  To describe a familiar route | Phonics  To join in with familiar nursery rhymes -, Old McDonald Incy Wincy Spider, Mary Mary,This is My Garden, Hello Mr Sun, A little Seed, Parts of a plant (to heads shoulders knees and toes), There’s a tiny caterpillar on a leaf  To show an awareness of rhyme and alliteration  To hear or say the initial sounds in words  To blend sounds using fred talk  To continue a rhyming string  Parents – How to say the sounds (click on link) <https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47> | Expressive Arts & Design  **Drawing**  To draw with increasing detail  To know that different types of line include bumpy, zigzag, curvy and dotty To make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns  **Materials**  To explore different ways of changing the shape or texture of malleable materials  **Music**  Charanga scheme  To listen to and express themselves to different styles of music  To sing and perform a range of well known nursery rhymes and songs. To begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. To know that instruments can be played in a variety of ways to create different sounds, e.g. quickly, slowly, loudly or softly. To explore the different sounds that instruments and their voices can make to create simple compositions **Dance**  To mirror movement patterns To create their own movement patterns to songs and nursery rhymes |