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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 questionsTo follow instructions containing 3 information carrying words.To understand concepts: Position and direction: under, in front of, behind Mathematical language: sides, corners, straight, flat, roundSize 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 environmentTo 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 importantTo 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 needsTo 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 feelingsabout the worldTo listen to and discuss stories, talking about what they say about the world, God and human beingsTo 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 PuzzleTalk for writing: The Little Red Hen To show an awareness of rhyme and alliterationTo 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 sequencingTo 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  | MathematicsTo 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 themTo extend and create ABAB patternsTo 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 plantedTo 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) liveTo 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 petalsTo begin to understand the key features of the life cycle of a plantTo 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  | PhonicsTo 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 leafTo show an awareness of rhyme and alliterationTo hear or say the initial sounds in wordsTo blend sounds using fred talk To continue a rhyming stringParents – 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 dottyTo 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 schemeTo 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 patternsTo create their own movement patterns to songs and nursery rhymes  |