

Communication and Language

- To listen attentively in a range of situations.
- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions
- To give their attention to what others say and respond appropriately, while engaged in another activity
- To follow instructions involving several ideas or actions.
- To answer how and why questions about their experiences and in response to stories or events.
- To express themselves effectively showing awareness of listeners needs.
- To use past, present and future forms accurately when talking about events that have happened or about to happen.
- To develop their own narratives and explanations by connecting ideas or events.

Physical Development

- To know the importance for good health of physical exercise and a healthy diet, and talk about the ways to keep healthy and safe
- To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
- To show good control and co-ordination in large and small movements through Country Dancing.
- To move confidently in a range of ways, safely negotiating space
- To handle equipment and tools effectively, including pencils for writing.

Personal, Social Emotional Development

- To play co-operatively taking turns with others and they take account of one another's ideas about how to organise their activity
- To show sensitivity to other's needs and feelings and form positive relationships with adults and other children
- To be confident to try new activities and say why they like some activities more than others
- To be confident to speak to a familiar group, to talk about their ideas and will chose the resources they need for their chosen activity
- To say when they do or don't need help
- To talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable
- To work as part of a group or class, and understand and follow the rules and they adjust their behaviour to different situations.

Literacy

- To use their phonic knowledge to write words which match their spoken sounds
- To write some irregular common words
- To write simple sentences which can be read by themselves and others
- To spell some words correctly with others phonetically plausible.
- To read and understand simple sentences
- To use phonic knowledge to decode regular words and read them aloud
- To read some common irregular words
- To demonstrate understanding when talking with others about what they have read.
- To revise Phonic phases two, three and four. (Some children will start Phase Five if ready)
- To revise all tricky words

SUMMER ONE CREEPY CRAWLIES

'CHANGING ME'

All children will understand the meaning of friendships and the similarities between friendships and family life. They will understand what it involves to be a good friend within a friendship group. They will understand what bullying is and how to deal with it if they, or a friend, experiences it.

Maths

- To use everyday language to talk about size, length and height
- Orders two or three items by length or height.
- To use quantities and objects to add 2 single digit numbers and count on or back to find the answer
- To use quantities and objects to subtract 2 single digit numbers and count on or back to find the answer
- To solve problems involving doubling.
- To solve problems involving halving
- To solve problems involving sharing.
- Uses everyday language related to time.

Understanding of the World

- To talk about past and present events in their own lives and lives of family members.
- To know that other children don't always enjoy the same things, and are sensitive to this
- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things
- To talk about the features of their own immediate environment and how environments may vary from one another. Making specific observations when visiting Morden Hall Park.
- To recognise that a range of technology is used in places such as homes and schools
- To select and use technology for particular purposes.

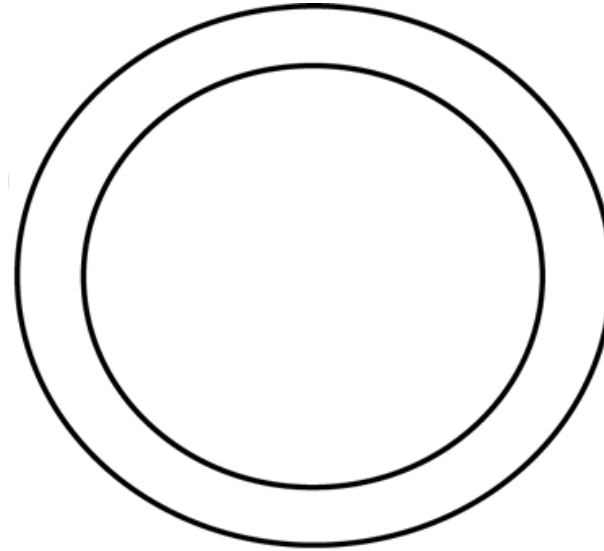
Expressive Art and Design

- To sing songs, make music and dance and experiment with ways of changing them
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- To use what they have learnt about media and materials in original ways, thinking about uses and purposes
- To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- To follow Charanga Scheme of work to focus on listening and responding, exploring and creating with voices and instruments, singing and finally sharing and performing
- Children will compare the work of various illustrators, (linked to topic books), and recreate the work in their own style

If you were a butterfly what colours would you be?

Draw yourself as a butterfly – what would your wings look like?

Can you create a menu for a caterpillar?



Draw the food on the plate and label the food at the side. (They like to eat fruits and vegetables)

Can you draw some creepy crawlies that you can see flying outside your window?

Can you draw some creepy crawlies that are on the ground in your garden or at the park?

Plan your own garden – don't forget to add things to attract your favourite creepy crawlies!