

## Literacy

I can sing songs and say rhymes independently,

I can 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 can repeat words and phrases from familiar stories.

With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."

### Key Vocabulary:

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

## Extra-Curricular Learning

5th May parent's Stay and Play session

Come and celebrate the King's coronation with your child. We will learn about each other families and how we plan on spending the bank holiday and marking the historic occasion.

## **In the garden**

### **Summer 1**

## Mathematics

I know how to get objects from a group Eg 3 chairs.

With support, 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 am beginning to know how to count on their fingers.

I know what is meant by empty and full.

I know my way around familiar environments, such as, my classroom and forest school.

With support, I know spatial words like on top of, up, down and through.

### Key Vocabulary:

1,2,3,4,5 and maybe beyond, empty, full, on top of, up, down, through.

## Communication and Language

I know rhymes.

I can engage in story times.

I can talk about familiar books 1-1 with my practitioner and in small groups.

I can use talk to organise myself and my play: "Let's go on a bus... you sit there..."

I'll be the driver."

I can start to develop conversation, often jumping from topic to topic.

I can use longer sentences of four to six words, sometimes accurately and with support.

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 'In the garden':

Plant, pot, dig, scoop, grow, insects

## 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..

I can rise to feet without using hands

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.

Hands start to operate independently while each hand is doing something different.

Key Vocabulary:

Kick, foot, standing, climbing, peddling, moving.

## National Curriculum Links

Science

Geography

History

Art

Design and Technology

PE

RE

Music

PHSE

## In the garden

### Summer 1

## Personal, Social and Emotional Development

I am gradually learning that actions have consequences but not always the consequences the child hopes for.

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

Key Vocabulary:

Friends, sharing, takin turn, kind hands

## Understandi ng of the Wo rld

I know that plants need to be cared for to keep them alive.

I know some features of the natural world.

I can explore natural materials, indoors and outside.

I know who my immediate family.

I know the days of the week go in sequence.

Key Vocabulary:

Plant, water, care , route, carpark, family, mummy daddy

## 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 different materials and tools

I can explore colour.

I can use different tools for painting.

I know songs including routine.

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 experiment with different ways of play instruments.

I can experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.

I am beginning to make believe by pretending using sounds, movements, words, objects.

Key Vocabulary:

Big, small, marks, painting, sound, song, move, blocks, build.