

### **Expressive Arts and Design**

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills.
- To listen attentively, move to and talk about music, expressing their feelings and responses.
- To explore and engage in music making and dance, performing solo or in groups.
- To develop complex storylines in their pretend play.

### **Communication and language**

- To understand how to listen carefully and why listening is important.
- To learn new vocabulary.
- To use new vocabulary through the day and in different contexts.
- To articulate their ideas and thoughts in well-formed sentences.
- To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### **Mathematics**

- To subitise.
- To link the number symbol (numeral) with its cardinal number value.
- To count beyond ten.
- To compare numbers.
- To explore the composition of numbers to 10.
- To automatically recall number bonds for numbers 0-5 and some to 10.
- To select, rotate and manipulate shapes to develop spatial reasoning skills.
- To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- To compare length, weight and capacity.

### **Literacy**

- To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- To form lower-case and capital letters correctly.
- To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- To re-read what they have written to check that it makes sense.



## **SUMMER TERM 2 – UNDER THE SEA**

### **Personal Social and Emotional Development**

- To build constructive and respectful relationships.
- To express their feelings and consider the feelings of others.
- To show resilience and perseverance in the face of challenge.
- To identify and moderate their own feelings socially and emotionally.
- To think about the perspectives of others.
- To manage their own needs: personal hygiene.
- To know and talk about the different factors that support their overall health and wellbeing.

### **Physical Development**

- To explore and develop basic aiming skills when hitting a target along the floor.
- To develop accuracy when rolling a ball along the floor to hit a target.
- To explore the underarm throw when aiming towards a target.
- To explore underarm passing and throwing with a partner.
- To use the overhead throw to develop aiming in different directions and heights.
- To further develop accuracy and aiming skills when kicking a football towards a goal.
- To refine aiming and accuracy when using racket skills to hit a ball towards a target.
- To progress towards a more fluent style of moving.
- To use their core muscle strength to achieve a good posture when sitting at a table.
- To revise and refine the fundamental movement skills they have already acquired.
- To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- To combine different movements with ease and fluency.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.

### **Understanding the world**

- To comment on images of familiar situations in the past.
- To draw information from a simple map.
- To explore the natural world around them.
- To recognise some similarities and differences between life in this country and life in other countries.
- To describe what they see, hear and feel whilst outside.
- To recognise some environments that are different from the one in which they live.
- To understand the effect of changing seasons on the natural world around them.
- To begin to understand the need to respect and care for the natural environment and all living things.
- To talk about the differences between materials and changes they notice.