

Communication and Language (CL)

- Listen attentively in a range of situations and they respond to what they hear with relevant comments questions or actions
- Use talk to help work out problems and organise thinking and activities explain how things work and why things might happen.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new and vocabulary.
- Hold conversations when engaged in back and forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



Literacy (L)

- Use and understand new vocabulary in discussions about stories, non-fiction, rhymes, poems and during role play experiences.
- Read words and sentences consistent with their phonic knowledge.
- Know and retell the stories, 'The Three Little Pigs', 'The Three Billy Goats Gruff'.
- Continue to use their phonic knowledge to write words.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Demonstrate skill in using correct letter formation.



Physical Development (PD)

- Talk about health and safety through seasonal change and its impact on our bodies
- Use a range of small tools, including scissors, paintbrushes and cutlery. Continue to raise the children's awareness of objects that are only safe for adults to use in certain circumstances - e.g. matches, knives,
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing e.g pretend to move like under the sea creatures
- Describe and comment on their own actions and that of their peers - notice similarities and differences
- Observe, discuss and copy what when creating movements



Expressive Art and Design (EAD)

- Develop skills in drawing and observational work.
- Develop skills in painting using water colour and poster paint.
- Know how to use a range of textures and materials to create pieces of art.
- Share their creations, explaining the process they have used.
- Return to and build on their previous learning, refining and developing their ability to represent them.
- Sing a range of well-known Nursery rhymes and songs.

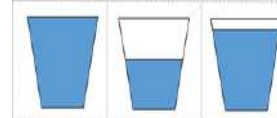


FS2 Topic Web Summer 2



Mathematics (M)

- Count reliably with numbers from 1-20, place them in order and say which number is one more or one less or the same as a given number.
- Verbally count beyond 20, recognizing the pattern of the counting system.
- Can add and subtract two single digit numbers, using subitising and tens frames to know the answer.
- Understand number bonds for numbers 0-10
- Solve practical problems, including sharing.
- Use everyday language when exploring weight, length, capacity and time.
- Can explore the characteristics of everyday objects and shapes and use mathematical language to describe them
- Explore and represent patterns up to 10, including odds and evens, doubling facts and distribution of quantities



Personal Social Emotional Development (PSED)

- Show sensitivity to others needs and feelings
- Be able to resolve a conflict
- Be confident to speak in a familiar group
- Give focused attention to what the teacher says, responding appropriately, showing the ability to follow instructions
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Prepare for change through discussions and transition sessions with Year 1 staff.

Understanding the World (UW)

- Observe changes from planting last term - beans and sunflowers.
- Name plant parts and what a seed/plant needs to grow.
- Investigate materials, naming wood, brick, glass etc and being to name their properties.
- Explore construction toys and problem solve to create bridges.
- Understand and talk about seasonal weather change, in relation to Summer
- Know some similarities and differences between different religious and cultural communities.

