

## Communication and Language

### Listening, Attention and Understanding

I can listen attentively and responding to what I hear with relevant answers in a range of situations.

I can make comments and ask questions to clarify my understanding.

I can hold conversations with back-and forth exchanges.

### Speaking

I can participate in discussions, offering their own ideas.

I can offer explanations for why things might happen.

I can express ideas and feelings using full sentences.

I can use past, present and future tenses correctly.

I can use conjunctions when speaking.

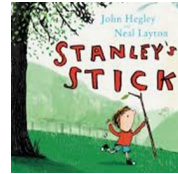
### Key vocabulary

imagination, pretend, floating,  
sinking, materials, magnetic,  
non-magnetic, similarities,  
differences  
Summer, adventure, traveling,

## Summer 1- Medium Term Plan

### Tell a tale

(Imagination, story-telling, role play, performance, acting, fairy tales)



## Physical Development

### Gross Motor

I can negotiate space and obstacles safely.

I have strength, balance and coordination.

I can move energetically - running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor

I can hold a pencil effectively using the tripod grip.

I can use small tools - scissors, paintbrushes and cutlery with more confidence and accuracy.

I can show accuracy and care when drawing.

## Personal, Social and Emotional

### Self- Regulation

I can understand my own & others feelings and regulating behaviour accordingly.

I can set and work towards simple goals.

I can wait for what they want and control their immediate impulses.

I can give focused attention what is said to them and responding appropriately even when engaged in activity.

I can follow instructions involving several ideas or actions.

### Managing Self

I am confidence to try new activities and showing independence.

I can know reasons for rules, know right from wrong and behaving accordingly.

I can understand the importance of healthy food choices.

### Building Relationships

I can work and play cooperatively and take turns with others.

I can show sensitivity to their own and to others' needs.

## Literacy

### Comprehension

Sharing high-quality stories and poems, focusing on high-quality language with children through daily-story time and core text.

I can retell stories and narratives using own words and recently introduced vocabulary.

I can anticipate key events in stories.

I can use and understanding new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Phonics Word Reading

I can say a sound for each letter in the alphabet and at least 10 digraphs.

I can read words consistent with their phonic knowledge by sound-blending.

I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

I can write recognisable letters, most of which are correctly formed.

I can spell words by identifying sounds in them and representing the sounds with a letter or letters.

I can apply some phase 3 sounds to writing.

I can write simple phrases and sentences that can be read by others.

## Traditional/ alternative story

The Wolfs story: What really happened to Little Red Riding Hood



### Rhymes & Poems

Wind the bobbin up  
Spaghetti, Spaghetti  
Message in a bottle

### High quality texts

#### (optional)

Jabri tries

Milo imagines the world

Where the wild things are

The Imagination box

You Choose

Ruby's sword

Shark in the park

Shark in the dark

Tap, Tap, Bang, Bang

## Mathematics

### Number

I have a deep understanding of number to 10, including the composition of each number.

I can subitise (recognise quantities without counting) up to 5.

I have automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns/ Shape, space and measure

I can verbally count beyond 20, recognising the pattern of the counting system.

I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding of the World

### UW The Natural World (Science and Geography)

I can explore how objects move in water -Floating and sinking.

I can create habitats in the outside classroom and the secret garden.

I can explore different materials and test them to see if they are magnetic.

### UW Past and Present (History)

I can explore and talk about Traditional Tales. Differences between life in traditional tales and today (clothes, no technology, jobs)

### UW People, Culture and Communities (Geography and RE)

I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts.

I know some similarities and differences between the natural world around them and contrasting environments.

### Technology (Computing)

I can use the internet with adult supervision to find and retrieve information of interest to them.

I can develop digital literacy skills by being able to access, understand, and interact with a range of technologies computer, phone, camera, iPad, laptop and tv)

I can select and use technology for different purposes.

I can recognise how to make things happen within software.

**Expressive Arts and Design**

**EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)**

I can safely use and explore a variety of materials, tools and techniques.

I can experiment with colour, design, texture, form and function.

I can share my creations and explain the processes used.

I can make use of props and materials when role playing characters in narratives and stories.

**Cooking (D&T) (Science)**

Changing Materials - cooking

Fruit jelly

Apple crumble

Chocolate chip muffins

Vegetable puffs

**EAD Creating with Materials/ Being Imaginative and Expressive (Music)**

I can sing a range of well-known nursery rhymes, poems and songs (Reception core ones)

I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Seasons, Celebrations and other religions events**

Eid  
World Environment Day

**Assessment opportunities**

On-going assessments  
EYFS team meetings  
Internal moderation

**Parental involvement**

Supporting writing workshop  
Chatty Children workshop