

**Personal, Social and emotional development**

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.

 Work as part of a group or class, and understand and follow rules.

They adjust their behaviour to different situations, and take changes of routine in their stride.

**Class R**

**Summer**

 **Term 2**

**Growing**

**Children contribute to the planning and choose what animals to explore.**

**Mathematics**

In practical activities and discussion, begin to use the vocabulary involved in grouping, doubling, halving and sharing.

Can describe their relative position such as ‘behind’ or ‘next to’.

**Literacy**

Continue Phase 4 phonics sessions and group reading.

Read and understand simple sentences.

 Write sentences which can be read by themselves and others.

**Expressive arts and design**

Sing songs, make music and dance, and experiment with ways of changing them. Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

**Understanding of the world**

Discover similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one to another. Make observations of animals and plants and explain why some things occur, and talk about changes.

**Physical development**

Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.

PE:

Developing Explore field and track events such as running races, foam javelin and jumping.

**Communication and language**

Follow instructions involving several ideas or actions.

 Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Give their attention to what others say and respond appropriately, while engaged in another activity.