

Summer 1 Overview

	CL	PSED	PD	L	M	UW	EAD
Birth to three	<ul style="list-style-type: none"> • Listen and respond to a simple instruction. (remains) • Understand and act on longer sentences, like 'make teddy jump'. (remains) • Enjoy singing, music and toys that make sound. (2yr olds) • Copy what adults do, 'taking turns' in conversations. (2yr olds) 	<ul style="list-style-type: none"> • Establish their sense of self. (2yr olds) • Find ways to calm themselves, through being calmed and comforted by their key person. (2yr olds) • Thrive as they develop self-assurance. (2yr olds) • Learn to use the toilet with help, and then independently. (2yr olds remains) • Play with increasing confidence on their own and with other children because they know their key person is nearby and available. (2yr olds) 	<ul style="list-style-type: none"> • Develop manipulation and control. Explore different materials and tools. 	<ul style="list-style-type: none"> • Repeat words and phrases from familiar stories. (2 yr olds) • Say some of the words in songs and rhymes. Copy finger movements and other gestures. (2yr olds) • Enjoy sharing books with an adult. (2yr olds) 	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. (2 yr olds) • Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller, high/low, tall, heavy.' (2yr olds) 	<ul style="list-style-type: none"> • Explore materials with different properties. 	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Express ideas and feelings through making marks and sometimes give a meaning to the marks they make.

		<ul style="list-style-type: none">• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (2yr olds)• Be increasingly independent able to talk about and manage emotions. (remains)					
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<p>3&4 year olds</p>	<ul style="list-style-type: none"> • Use a wider range of vocabulary. (remains) • Use talk to organise themselves and their play: 'Let's go on a bus...you sit there... I'll be the driver.' (remains) • Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door.' • Use longer sentences of four to six words. (remains) • Start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> • Show more confidence in new social situations. (2yr olds) • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game and suggesting other ideas. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Use one-handed tools and equipment, for example, making snips in paper with scissors. (remains) • Use a comfortable grip with good control when holding pens and pencils. (remains) • Start taking part in some group activities which they make up for themselves, or in teams. • Match their developing physical skills to 	<ul style="list-style-type: none"> • Write some letters accurately. (remains) • Write some or all of their name. (remains) 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually – subitising. (remains) • Experiment with their own symbols and marks as well as numerals. • Understand position through words alone – for example, 'The bag is under the table' – with no pointing. • Discuss routes and locations, using words like 'in front of', 'behind'. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'. 	<ul style="list-style-type: none"> • Show interest in different occupations. (remains) • Plant seeds and care for growing plants. (remains) • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Develop their own ideas and then decide which materials to use to express them.
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			tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.				
5 year olds	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> • Develop overall boy-strength, balance, coordination and agility. 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sounds correspondences. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.