



OUR DRIVERS: **Spiritual Diversity** **Community & Environment** **Life Skills** **Personal, Social & Emotional Well Being**



Prime Area: Personal, Social and Emotional Development

- I know some parts of the body.
- I know how to be healthy.
- I know that we all grow from babies to adults.
- I know how I feel about moving to Year 1.
- I know how to talk about my worries and/or the things I am looking forward to about being in Year 1.
- I know how to share my memories of the best bits of this year in Reception.

Prime Area: Communication and Language

- I know how to learn and recite, poems and songs.
- I know how to talk about similarities and differences between things in this and other countries.
- I know how to explain why things might happen, making use of recently introduced vocabulary (ELG).
- I know how to talk about the experiences I have had at different points in the school year (ELG).

Prime Area: Physical Development

- I know how to form letters correctly (ELG).
 - I know how to cut a shape out using scissors (ELG).
 - I know how to draw diagonal lines, like in a triangle.
 - I know how to colour inside the lines of a picture.
 - I know how to draw pictures that are recognisable (ELG).
 - I know how to build things with smaller linking blocks.
 - I can take part in Nature School activities
- PE: Athletics
- I know how to move energetically (running), negotiating space and obstacles safely.
 - I know how to jump for distance.
 - I know how to throw objects at a target.

Sunflower Class

How is life different for children around the world?



Summer Term 2

Key Events

- Friday 14th June – Father’s Day service at St Deny’s – 2.30
- Saturday 15th June – School Fete – 1.30-5.00
- Wk Beg 24th June – Sports Week – PE kit every day please
- Friday 28th June – Sports Day – 9.30 with picnic lunch afterwards
- Thursday 4th July – Open Evening
- Monday 8th July - Class Collective Worship – 2.45
- Wednesday 10th July – Class Swap Day
- Wednesday 24th July – School finishes at 12.05

Specific Area: Expressive Arts and Design

- I know some nursery rhymes and action songs (ELG).
- I know how to create a Father’s Day card.
- I know how to use a paintbrush to create work inspired by other countries in the world.
- I know how to talk about how I have made something (ELG).
- I know how to talk about artists work and whether I like it or not.

Specific Area: Mathematics

- I know the composition of each number to 10 (ELG).
- I know the number bonds to 5 and 10 (ELG).
- I know some doubles facts (ELG).
- I know how to count past 20 (ELG).
- I know how to represent odds and evens (ELG).

Specific Area: Literacy

- I know how to demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG).
- I know how to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG).
- I know how to read phase 3 words (decodable and tricky).
- I know how to say a sound for each letter in the alphabet and at least 10 digraphs (ELG).
- I can read words consistent with my phonic knowledge by sound blending (ELG).
- I know how to read consonant blends in longer words (CCVC, CVCC, CCVC).
- I know how to re-read books showing increased accuracy and fluency.
- I know how to write a factual sentence.
- I know how to write sentences using a range of tricky words that are spelt correctly (ELG).
- I know how to use full stops, capital letters and finger spaces.
- I know how to describe a character.

Specific Area: Understanding the World

- I know that some objects float and some sink.
- I know about contrasting environments through stories (ELG).
- I know how to communicate my understanding of my environment and contrasting environments through conversation and in play.
- I know how to compare my life to other children around the world.
- I can draw information from a simple map (ELG).

RE Special places

- I know the special places for Christians, Muslims and Jewish people

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Your child will be assessed as either emerging or expected in these 17 areas of learning during this term.

Foundations Stage – Summer 2 - Knowledge Organiser

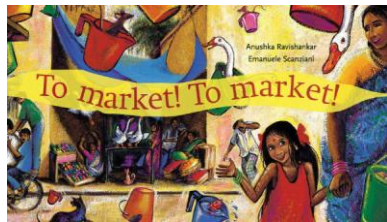
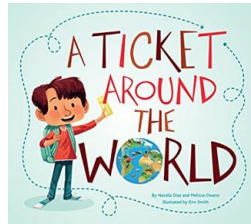
Enquiry Question: How is life different for children around the world?

Subject Specific Vocabulary	
Country	A large area of land where people have the same culture.
Tradition	The handing down of a culture's beliefs and customs.
Custom	A way of acting which is usual for the person.
Traditional	Ways of doing things that are passed down from parents to children.
World	The universe, everything that exists.
Continent	One of 7 very large land areas of the world.
Culture	The language, customs, ideas and art of a particular group of people.

Key Knowledge

All countries have their own traditions and customs. Countries often have a traditional piece of clothing and traditional food, games and music. Homes, markets/shops, schools and games are different around the world. Stories and non-fiction texts can help us to learn about other places around the world.

Key Texts



Key Images