



Summer Term

Once Upon a Time...





Suggested books

2-3 year olds	3-4 year olds	Reception
<p>Jack and the Beanstalk</p> <p>Three Little Pigs</p> <p>Three Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p>	<p>Jack and the Beanstalk</p> <p>Three Little Pigs</p> <p>Three Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p>	<p>The Three Little Wolves and the Big Bad Pig - Eugene Trivizas</p> <p>The Bean Machine - Adam Bestwick</p> <p>Beware of the Storybook Wolves - Lauren Child</p> <p>Elves and the Shoemaker</p>
<p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p>The Ugly Duckling</p>	<p>Little Red Riding Hood</p> <p>The Gingerbread Man</p> <p>The Enormous Turnip</p> <p>The Ugly Duckling</p>	<p>A Chair for Baby Bear - Kaye Umansky</p> <p>Fairy tales Gone Wrong – Keep Running Gingerbread Man - Steve Smallman</p>



Communication and Language

2-3 year olds	3-4 year olds	Reception	Links to future learning
Start to develop conversation, often jumping from topic to topic.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Articulate their ideas and thoughts in well-formed sentences.	<p>In English, children will listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that which they can read independently. This will further their love of reading as well as comprehension skills they have gained in the Early Years.</p> <p>In Year 2 children will tell stories set in castles.</p>
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Connect one idea or action to another using a range of connectives.	
Use the speech sounds p, b, m, w.	Start a conversation with an adult or a friend and continue it for many turns.	Describe events in some detail.	
Pronounce: <ul style="list-style-type: none"> - l/r/w/y s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' 	Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words 	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	
Listen to simple stories and understand what is happening, with the help of the pictures.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Engage in non-fiction books.	
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.			
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').			



Personal, Social and Emotional

2-3 year olds	3-4 year olds	Reception	Links to future learning
Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	Play with one or more other children, extending and elaborating play ideas.	Show resilience and perseverance in the face of challenge.	<p>In PSHE, children will continue to explore the school values and how to display these. Children will also understand how to keep themselves clean and the importance of this. Children will further their knowledge and understanding of feelings including jealousy.</p> <p>In Science, children will further their knowledge of healthy eating and will learn about food groups and a balanced diet.</p>
Be increasingly able to talk about and manage their emotions.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.		
Safely explore emotions beyond their normal range through play and stories.	Understand gradually how others might be feeling.		
Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		
Learn to use the toilet with help, and then independently.	Make healthy choices about food, drink, activity and toothbrushing.		



Physical Development

2-3 year olds	3-4 year olds	Reception	Links to future learning
Enjoy starting to kick, throw and catch balls.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	<p>In PE, children will develop their fundamental movement skills by using bats, balls, throwing and catching.</p> <p>Children will continue to develop their handwriting throughout school applying what they have learned in the early years.</p> <p>The development of children's overall body strength will contribute when they are exposed to swimming in KS2.</p>
Spin, roll and independently use ropes and swings (for example, tyre swings).	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Develop overall body-strength, balance, co-ordination and agility.	
Start eating independently and learning how to use a knife and fork.	Use a comfortable grip with good control when holding pens and pencils.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
Develop manipulation and control.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	



Literacy

2-3 year olds	3-4 year olds	Reception	Links to future learning
Sing songs and say rhymes independently, for example, singing whilst playing.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Throughout Year 1, children will continue phonics in line with the systematic synthetic phonics scheme in order to accurately read texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words. Children will continue to develop their handwriting throughout school applying what they have learned in the early years.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Engage in extended conversations about stories, learning new vocabulary.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	
Repeat words and phrases from familiar stories.	Write some letters accurately.	Form lower-case and capital letters correctly.	
Ask questions about the book. Makes comments and shares their own ideas.		Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	
Develop play around favourite stories using props.		Re-read what they have written to check that it makes sense.	
Make marks on their picture to stand for their name.			



Mathematics

2-3 year olds	3-4 year olds	Reception	Links to future learning
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Count beyond ten.	In maths, children will develop their understanding of place value, drawing on the knowledge they have gained in the Early Years of numbers to 10 and beyond. They will learn some simple multiplication facts, compare number bonds and use the part whole model.
	Talk about and explore 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'..	Automatically recall number bonds for numbers 0–5 and some to 10.	
	Notice and correct an error in a repeating pattern.		
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		



Understanding the World

2-3 year olds	3-4 year olds	Reception	Links to future learning
Repeat actions that have an effect.	Talk about what they see, using a wide vocabulary.	Understand that some places are special to members of their community	In Science, children will be comparing a range of materials.
Explore materials with different properties.		Recognise that people have different beliefs and celebrate special times in different ways.	In RE, children will learn about different religions and the places in which people celebrate. They will be able to draw on their knowledge of how people have different beliefs and that some places are special to members of the community.
Explore natural materials, indoors and outside.		Understand the effect of changing seasons on the natural world around them.	



Expressive Art and Design

2-3 year olds	3-4 year olds	Reception	
Respond emotionally and physically to music when it changes.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<p>In DT, children will further their understanding of revisiting their work to redesign and plan in order to avoid repetition of mistakes. Children will have opportunities to share and develop idea.</p> <p>In Art, children will manipulate materials to carve, pinch, roll and make simple joins. They will be able to draw on experience from the Early Years in order to do this.</p> <p>Children will be able to use the imaginative skills and knowledge gained through role play to inform their writing.</p>
Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Develop their own ideas and then decide which materials to use to express them.	Develop storylines in their pretend play.	
Use their imagination as they consider what they can do with different materials.	Join different materials and explore different textures.		
Make simple models which express their ideas.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.		
	Use drawing to represent ideas like movement or loud noises.		
	Create their own songs, or improvise a song around one they know.		