

Physical Development (PD)

- 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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.

Acorn Class Summer 2 2023-2024

Mad about minibeasts!

Understanding the World (UW)

- Explore the natural world around me, 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 my 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.

Communication and Language (CL)

- Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions or small groups.
- Make comments about what I have heard and ask questions to clarify my understanding.
- Hold conversation when engaged in back-and-forth exchanges with my teacher and peers.
- Participate in small group, class and one-to-one discussions, offering my 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 my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

Literacy (L)

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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.
- Read words consistent with my knowledge by sound-blending.
- Demonstrate understanding of what has been read to me by retelling stories and narratives using my 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

Personal Social Emotional Development (PSED)

- Show an understanding of my own feelings and those of others, and begin to regulate my behaviour. Set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.

Mathematics (M)

- Have a deep understanding of number to 10, including the composition of each number; - Subitise 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.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts.

Expressive Arts & Design (EAD)

- Invent, adapt and recount narratives and stories with peers and my 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.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share my creations, explaining the process I have used.