

### Personal Social Emotional Development (PSED)

I will show an understanding of my own feelings and those of others and begin to regulate my own behaviour accordingly.

I will set and work towards simple goals, being able to wait for what they want and control my immediate impulses when appropriate.

I will give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

I will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

I will explain the reasons for rules, know right from wrong and try to behave accordingly.

I will manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

I will work and play cooperatively and take turns with others.

I will form positive attachments to adults and friendships with peers.

I will show sensitivity to my own and others' needs.

### Physical Development (PD)

I will be visiting the forest.

I will be taking part in PE lessons.

I will negotiate space and obstacles safely, with consideration for others.

I will demonstrate strength, balance and coordination when playing.

I will move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

I will hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

I will use a range of small tools, including scissors, paint brushes and cutlery.

I will begin to show accuracy and care when drawing.

### Expressive Arts & Design (EAD)

I will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I will share my creations, explaining the processes used.

I will make use of props and materials when role playing characters in narrative and stories.

I will invent, adapt and recount narratives and stories with peers and teachers.

I will be sing a range of well-known nursery rhymes and songs.

I will perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.

### Mathematics (M)

I will have a deep understanding of number to 10, including the composition of each number.

I will subitise (recognise quantities without counting) up to 5.

I will 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.

I will verbally counting beyond 20, recognising the pattern of the counting system.

I will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

I will develop range of mathematical language to describe and compare size, shape, length, weight and position.

Catkin Class: Summer Term 2023/24

## Fun at the Seaside

### Literacy (L)

I will demonstrate understanding of what has been read to rehearse retelling stories and narratives using my own words and recently introduced vocabulary.

I will anticipate - where appropriate - key events in stories.

I will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

I will say a sound for each letter in the alphabet and at least 10 digraphs.

I will read words consistent with my phonic knowledge by sound-blending.

I will be reading aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

I will write recognisable letters, most of which are correctly formed.

I will spell words by identifying sounds in them and representing the sounds with a letter or letters.

I will write simple phrases and sentences that can be read by others.

### Understanding the World (UW)

I will be taking part in daily collective worship.

I will be engaging with, enquiring about and exploring the BIG question - How can we care for our wonderful world?

I will talk about the lives of the people around them and their roles in society.

I will know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.

I will understand the past through settings, characters and events encountered in books read in class and storytelling.

I will describe my immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.

I will know some similarities between different religious and cultural communities in this country, drawing on my own experiences and what has been read in class.

I will 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.

I will explore the natural world around me, making observations and drawing pictures of animals and plants.

I will know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.

I will understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

### Communication and Language (CL)

I will listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

I will make comments about what I have heard and ask questions to clarify my understanding.

I will hold conversations when engaged in back-and-forth exchanges with my teacher and peers.

I will participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.

I will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

I will express 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.