

# ROPSLEY CURRICULUM SUMMER TERM

<b>PHYSICAL DEVELOPMENT</b>	<b>GROSS MOTOR</b> Children can sit upright on the carpet or a table for 20 minutes.  Children can hop, skip, jump, dance in time to a simple beat.  Children can: <ul style="list-style-type: none"> <li>- throw a ball to a friend</li> <li>- catch a ball with two hands</li> <li>- dribble a ball around cones</li> <li>- bat with a large bat and smaller ball</li> <li>- aim at a range of targets accurately</li> </ul> Children can move to music finding a space independently avoiding obstacles.  Children can ride a balance bike independently, negotiating obstacles.	<b>FINE MOTOR</b> Children can form letters unaided, writing on a line. Children can use a small paintbrush with control and precision. Children can cut neatly around a range of different shapes and lines. Children use clay tools with control to make sand/dough models. Children can use a knife and fork with control	<b>HEALTH AND HYGIENE</b> Children can talk about: <ul style="list-style-type: none"> <li>-how to cross the road safely</li> <li>- why a good night's sleep is important</li> <li>- screen time at home</li> <li>- why we brush our teeth</li> <li>- how exercise affects our body</li> <li>- what foods are healthy for us.</li> </ul>
<b>COMMUNICATION AND LANGUAGE</b>	<b>LISTENING, ATTENTION AND UNDERSTANDING</b> Children can listen carefully to and follow simple three step instructions. Children can sit and listen to a story and describe the events in some detail. Children can sit and listen to a non-fiction text and talk about some information they have learned. Children confidently use new vocabulary when talking about their work and during their play.	<b>SPEAKING</b> Children learn and join in with new topic related rhymes and songs. Children learn and join in with new poems (RWI end of term) Children confidently use new vocabulary when talking about their work and during their play. Children can confidently retell a story using "book talk". Children can retell stories accurately from our core texts in their chosen play. Children can use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please can we share?" Children can talk in detail about what they are going to do and what they will need ( <b>Plan Do Review</b> - activity or area) Children can say "I have been/made..." "I used..." "I am really proud of" Children talk	

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		<p>about improvements they have made (Plan Do Review)</p> <p>Children can ask questions about new information/topics.</p> <p>Children provide lots of detail when talking about things that interest them.</p>	
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p><b>SELF-REGULATION</b></p> <p>Children routinely recognise others' emotions and comfort/are sensitive to individual needs.</p> <p>Children can use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please can we share?"</p> <p>Children understand that they have to wait for an adult or a resource and can wait patiently.</p> <p>Children can use social phrases within their play "Stop. I don't like that" "I'm feeling left out" "Please can we share?"</p> <p>Children can talk in detail about what they are going to do and what they will need (Plan Do Review- activity or area)</p> <p>Children can say "I have been/made..." "I used..." "I am really proud of" Children talk about improvements they have made (Plan Do Review)</p> <p>Children can listen carefully to and follow simple three step instructions.</p> <p>Children can listen to an adult and talk about what good listening is.</p>	<p><b>MANAGING SELF</b></p> <p>Children can talk about:</p> <ul style="list-style-type: none"> <li>- why a good night's sleep is important</li> <li>- why we brush our teeth</li> <li>- which foods are healthy for us.</li> </ul> <p>Children independently get changed for PE and can use buttons to help get themselves dressed.</p> <p>Children can put a painting apron on independently.</p> <p>Children know why we have rules and explain what good behaviour.</p> <p>Children can try different ways to solve a challenge.</p> <p>Children can say something they are proud of and talk about what they have learned (Growth Mindset Circle).</p>	<p><b>BUILDING RELATIONSHIPS</b></p> <p>Children can listen to the view of others in play situations.</p> <p>Children respect others' ideas during play.</p> <p>Children routinely recognise others' emotions and comfort/are sensitive to individual needs.</p>
<b>LITERACY</b>	<p><b>WORD READING</b></p> <p>Children can read double consonant sounds.</p> <p>Children can read words with double consonant sounds in e.g tick, frog</p> <p>Children can read CEW: went, this, going, all, of, day, play, away, see.</p>	<p><b>COMPREHENSION</b></p> <p>Children can confidently retell a story using "book talk".</p> <p>Children make a sensible prediction about what might happen next in a story.</p> <p>Children can retell stories accurately from our core texts in their chosen play.</p>	<p><b>WRITING</b></p> <p>Children can form most letters unaided, writing on a line.</p> <p>Children can write words using set 2 sounds independently.</p> <p>Children can re-read what they have written to an adult.</p>

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			Children show an understanding of using full stops and capital letters when writing independently.
<b>MATHS</b>	<p><b>NUMBER</b>  <b>To consolidate previous learning:</b>            Subitising            Counting            Composition            Sorting and Matching            Comparing            Ordering</p> <p><b>Counting</b>            Children can match quantities to numerals for all numbers to 20.            Children can automatically recall double facts.</p> <p><b>Composition</b>            Children can build and identify numbers to 20 using a range of resources.            Children know that a teen number is made up of 10s and 1s            Children can recall number bonds to 5 and 10.            Children can find the matching partner number cards and pictures of groups of objects (bonds to 10)            Children can understand that quantities of groups can be changed by adding more.</p> <p><b>Number Formation</b>            Children know that a teen number is made up of 10s and 1s</p>	<p><b>NUMERICAL PATTERNS</b>  <b>To consolidate previous learning:</b>            Subitising            Counting            Composition            Sorting and Matching            Comparing            Ordering</p> <p><b>Counting</b>            Children can count on and back beyond 10 noticing patterns.            Children know that double means twice as many.            Children can find doubles using objects and 10s frames.</p> <p><b>Comparing/Ordering</b>            Children can compare items by building patterns using 10s frames, exploring odd and even by grouping into pairs.</p> <p><b>Composition</b>            Children can use mathematical stories to show addition and subtraction            Children can talk about odd and even numbers; recognising that an even number contains pairs.            Children can split a group of objects and share it in to two equal groups.</p>	<p><b>SHAPE, SPACE, MEASURE</b>  <b>Measure</b>            Children use their environment to explore capacity, weight and length, solving problems independently.</p> <p><b>Shape</b>            Children can solve shape problems (find the shape that's missing, rotate the shape to fit).            Children can recognise different representations and rotations of shapes.            Children can use shapes to make new shapes, e.g. triangles to make a square.            Children can give positional instructions and use shapes to recreate models, real places and story places.</p> <p><b>Spatial Reasoning</b>            Children can make maps and plans to represent places using directional language (first, next, then).</p>
<b>UNDERSTANDING THE WORLD</b>	<p><b>PAST AND PRESENT</b>            Children compare people's lives from past to their own experiences.            Children comment on what life is like now and what life was like in the past.            Children say what they have learned about the</p>	<p><b>PEOPLE, CULTURE AND COMMUNITIES</b>            Children can make maps and plans to represent places using directional language (first, next, then).            Children can talk about similarities and differences between different countries using</p>	<p><b>NATURAL WORLD</b>            Children can talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in</p>

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	past from reading story books and nonfiction.	stories, maps and non-fiction texts.	class. Children can discuss how the seasons change and the similarities and differences between the four seasons.
<b>EXPRESSIVE ARTS AND DESIGN</b>	<p><b>CREATING WITH MATERIALS</b> Encourage the children to use a hole punch, single and double. Children will be able to effectively use split pins and treasury tags. Children demonstrate more complex folding and tearing (collage) Children can join using a hole punch and wool and extend to using a darning needle. Children to use equipment and media with increased confidence (painting, dough, printing, collage, modelling, drawing) Children can use a small paintbrush/pencil with control and precision. Children can talk about what their model needs to have (function) to make it (dough/modelling) Children can confidently retell a story using “book talk”. Children can retell stories accurately from our core texts in their chosen play. Children choose their own props from the classroom to retell stories (deconstructed) Children can talk in detail about what they are going to do and what they will need (<b>Plan Do Review</b>- activity or area) Children can say “I have been/made...” “I used...” “I am really proud of” Children talk about improvements they have made (<b>Plan Do Review</b>) Children can listen to the view of others in play</p>	<p><b>BEING IMAGINATIVE AND EXPRESSIVE</b> Children invent a story line independently within their play. They adapt their story line to take into account the ideas of others. Children learn and join in with new topic related rhymes and songs. Children sing in groups and on their own in a range of situations, trying to match the pitch and melody. Children learn and join in with new poems (RWI end of term) Children move rhythmically in time to music/poem/story. Children can link two or three movements (shapes/levels) during dance with or without music working in a group. Children can talk about how the music made them feel explaining why. Children can talk about dance and performance art in detail, including explaining feelings, likes, dislikes. Children independently and collaboratively use musical instruments to perform songs/dances/poems.</p>	

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	situations. Children respect others' ideas during play.		
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