



### Knowledge and Understanding of the World

To know about the past through settings, characters and events encountered in books read in class and storytelling transport and holiday.  
 To talk about our holidays.  
 Talk about where we went,  
 How they travelled to their holiday.  
 Talk about the weather whilst on holiday.  
 Talk about what they saw and experiences they had on holiday.  
 Compare similarities between different holidays and our experiences.  
 To talk about floating and sinking.  
 To know that some materials sink and some float.  
 I can predict what can happen when an object is in water.  
 Links to Transport  
 Beebots  
 Follow a sequence of movements using a Beebot.

### Maths

To recognise numbers to 20.  
 To revise pairs of numbers which equal 5.  
 To continue to practise recalling pairs of numbers that make 10. To count beyond 20  
 To add two given quantities to find the total.  
 To subtract a one digit from another one-digit number.  
 To read addition and subtraction number sentences.  
 To measure height using cubes.  
 To measure length using cubes.  
 To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder.  
 To begin to explore the properties of 3D shapes.  
 To complete a repeating pattern with more than 2 variables of objects or colours.

### Physical

Catch a large ball.  
 Adjust speed whilst demonstrating an awareness of others around them.  
 To hold scissors safely and correctly and cut out various materials.  
 Drawing club - to continue to develop drawing detailed pictures.  
 To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.

### Personal social and Emotional

To understand questions such as who, what, where, when, why and how.  
 To link statements and stick to a main theme.  
 To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.  
 To continue to learn how to manage and control their emotions.  
 Demonstrate a good level of independence and an ability to manage their own personal needs.  
 To develop relationships with other adults around the school – to support transition.  
 To communicate with a range of people within school.

### Communication and Language

To understand questions such as who, what, where, when, why and how.  
 To link statements and stick to a main theme.  
 To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.

## Curriculum Map Summer 1

### Expressive Arts and Design

Drawing  
 To draw detailed pictures of people and characters from books read.  
 Talk about their artwork and what they are proud of.  
 To use a variety of mark making resources confidently.  
 Carefully choose mark making resources to achieve a desired effect.  
 Painting  
 To choose brush size and paints confidently to achieve an effect.  
 To paint within a shape demonstrating increasing precision.  
 Collage  
 Carefully select materials, colours and textures to create a desired effect.  
 Use resources safely.  
 Sculpting  
 Independently use sculpting resources to achieve a desired effect.  
 Adapt own work where necessary.  
 Explore artwork by David Hockney  
 DT  
 To create own designs and talk through their process.  
 Evaluate what went well.  
 Create narratives based around stories read.  
 Use instruments to create loud, quiet, fast and slow sounds.  
 Children can listen, move and talk about music. Sharing their feelings and responses.  
 To know and name 5 percussion instruments.

### Literacy

To begin to answer questions about what they have read.  
 To use vocabulary that is influenced by their experience of books.  
 To follow a story without pictures or props.  
 Identify story settings.  
 Make links between characters in books they have read.  
 To recognise, name and sound:  
 oo (short) ow ee ur ai or  
 To recognise and read the following high frequency words:  
 look down now see going just have it's do so  
 To blend simple cvc and ccvc words:  
 book foot keep week fur surf rain sail for worn  
 To form lower and capital letters correctly.  
 To use a taught capital letter at the start of a sentence.  
 To recognise and form capital letters; V W X Y Z  
 To begin to write longer words which are spelt phonetically.  
 To begin to read their written work back and check for



