

FS1 Summer 1

Personal, Social & Emotional Development

- With increased understanding, take risks in a safe way
- To know when to drink water and wear a hat
- Becoming more considerate of others
- To identify and talk about feelings and be aware that others have feelings too
- To increasingly follow rules without a reminder
- To play with increasing confidence on their own and with others

Communication and Language

- To be able to listen carefully and follow one- and two-level instructions
- To begin to use talk to organize themselves and their play
- To be able to listen on a 1:1 basis, in a small group, larger class group with increasing focus
- Enjoys listening to stories and can remember what happens.
- To begin to use past and future tenses

Physical Development

- To pour milk into a beaker without spilling
- To hold and manipulate scissors safely to fulfil a purpose
- To move by following instructions to hop, skip etc.
- To select, explore and investigate using a variety of tools
- To develop an effective tripod grip
- To begin to show a preference for a dominant hand



Literacy

- To explore the opportunities for mark making within the provision
- To write their name copying it from their name card or try to write it from memory
- To make marks in a variety of ways giving meaning and purpose for their marks.
- To follow Phase 1 Aspect 4 in Phonics
- Draws lines and circles, using anti-clockwise movement for the circle
- To show understanding of a story by identifying characters, key events, make simple predictions, follow and retell a sentence

Mathematics

- To know how to count using 1-1 correspondence to say one number for each item
- To accurately count objects within 10.
- To understand position through words alone eg the bag is **under** the table
- To compare more and less within 5 and to link numerals with amounts
- To know how many are in a set of up to 5 and represent numbers on their fingers to 5
- To compare more and less within 5 and to link numerals and amounts

Terrific Tales!

Understanding the World

- To know and use the language associated with different materials, eg hard, soft
- To select materials appropriate to a task
- To talk about what they see and how things work using a wide vocabulary
- To experiment with a variety of materials, identifying change and simple properties, eg it's bendy



Expressive Arts and Design

- To join different materials and textures
- To explore a variety of textures and build vocabulary to describe these
- To begin to talk about their work discussing what they have made and how they have done it
- To enjoy joining in with dancing and singing activities
- To recognise similarities and differences in their work and value the work of others
- To build and retell a narrative using props to scaffold their play



