


Cherry class – topic map

<p>Communication and Language</p> <ul style="list-style-type: none"> Can enjoy listening to longer stories and can remember much of what happens. Can use a wider range of vocabulary. Can understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'. Can sing a large repertoire of songs. Can use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver'. <p>Key vocabulary In, out, go, again, more</p>	<p>Physical Development</p> <ul style="list-style-type: none"> Can match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Can start eating independently and learning how to use a knife and fork. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Can choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel. <p>Key vocabulary Cut, draw, on, off, in</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Can make healthy choices about food, drink, activity and toothbrushing. Is increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, <u>washing</u> and drying their hands thoroughly. <p>Key vocabulary Happy, sad, angry, excited</p>	<p>Literacy</p> <p>Books:</p> <ul style="list-style-type: none"> Mad about minibeasts by Giles Andrea <u>Superworm</u> by Julia Donaldson The Giant Jam Sandwich by Janet Burroway & John Vernon Lord <ul style="list-style-type: none"> Can add some marks to their drawings, which they give meaning to, for example: 'That says mummy.' Can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Can ask questions about the book, make <u>comments</u> and share their own ideas. Can sing songs and say rhymes independently, for example, singing whilst playing. <p>Key vocabulary Write, play, build, again, more, finished</p>
<p>Mathematics</p> <p>Size and weight</p> <ul style="list-style-type: none"> Can make comparisons between objects relating to size, length, <u>weight</u> and capacity. Can compare quantities using language 'more than' and 'fewer than'. <p>Sequencing</p> <ul style="list-style-type: none"> Can describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>Patterns</p> <ul style="list-style-type: none"> Can talk about and <u>identify</u> the patterns around them, for <p>Key vocabulary Number, how many, lots, more, same, in front, behind, next to, on, in</p>	<p>Cherry class – Summer 1</p> <p>Minibeasts</p> 		<p>Everyday key vocabulary</p> <ul style="list-style-type: none"> Hello/good morning Goodbye More Finished Open Help Toilet Coat on peg Shoes on/off (name) class Two-key word instructions Areas in school Lesson specific vocabulary
<p>Understanding the World</p> <ul style="list-style-type: none"> Can understand the need to respect and care for the natural environment and all living things. Can understand the key features of the life cycle of a plant and an animal. Can plant seeds and care for growing plants. <p>Key vocabulary Pour, spin, move, touch, smell, feel, hold</p>	<p>Expressive Arts and Design</p> <p>Music:</p> <ul style="list-style-type: none"> Can sing the melodic shape (moving melody, such as up and down, <u>down</u> and up) of familiar songs. Can sing the pitch of a tone sung by another person ('pitch match'). <p>Art:</p> <ul style="list-style-type: none"> Has developed their own ideas and then decide which materials to use to express them. Can explore <u>different materials</u> freely, to develop their ideas about how to use them and what to make. <p>Key vocabulary Listen, dance, play, hit, draw, mix, colour</p>		