

**Communication and Language**

Can understand a question or instruction that has 2 parts, such as: 'Get your coat and wait at the door'. To use a wider range of vocabulary

Can sing a large repertoire of songs

Can enjoy listening to longer stories and can remember much of what happens.

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'.

**Key vocabulary : See, Hear, Smell, Feel, Taste, In, Out, Again, More**

**Mathematics**

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**Number**

Can solve real-world mathematical problems with numbers up to 5.

Can experiment with their own symbols and marks as well as numerals.

Can react to changes of the amount in a group of up to 3 items.

Can count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.

**Shape, space and measure**

Can compare sizes, weights etc. using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy'.

Can climb and squeeze themselves into different types of spaces.

**Patterns:**

**Personal, Social and Emotional Development**

Can show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Can remember rules without needing an adult to remind them.

Has developed their sense of responsibility and membership of a community.

**Key vocabulary**

Like, dislike, stop, go, my turn, your turn, wait, tidy up

**Pine class Summer 2 topic map**

**Super Senses**

**Understanding the World**

- 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.
- Can explore and talk about different forces they can feel.

**Physical Development**

Can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Can start eating independently and learning how to use a knife and fork.

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.

Can skip, hop, stand on one leg and hold a pose for a game like musical statues.

Can use a comfortable grip with good control when holding pens and pencils.

**Key vocabulary**

Kick, throw, go, stop, in, out



**Expressive Arts and Design, Music**

- Can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Can sing the pitch of a tone sung by another person ('pitch match').

**Art:**

- Has developed their own ideas and then decide which materials to use to express them.

**Literacy**

Can make marks on their picture to stand for their name.

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 comments and share their own ideas.

Can sing songs and say rhymes independently, for example, singing whilst playing.

**Books:**

My five Senses by Aliko

Small senses books (5 little books)

My senses (boardbook)

My senses by Ruth Owen

My 1st book of 5 senses by Sara Kale

**Key vocabulary**

Hear, see, feel, taste, smell, hands, feet, nose, ears, hands, eyes, nose, mouth

**Every day key vocabulary**

Good morning, Good afternoon, Ready, Steady, Go, Finished, Stop, Go, Like, Don't like, Love, See, Hear, Taste, Feel

**Personal Development**

**PSHE**

Can show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Can express preferences and decisions, they also try new things and start establishing their autonomy.

**RSE**

Has developed friendships with other children.

**Life skills**

Progress to walking to and crossing a minor road with support and stopping at the edge of a kerb when an adult says stop until it is a safe time to cross and the adult says go (holding an adults hand, safe use of wrist straps etc...)

**Community visits**

Sharing a playground with others in class and the public.

Being safe in playing alongside other children in more unfamiliar areas.

Behaviour in a supermarket (Sainsburys, Coop, Tesco)