Summer 1 Objectives

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Making Relationships
Initiates conversations, attends to and takes account of what others say.
Explains own knowledge and understanding, and asks appropriate questions of others.
Takes steps to resolve conflicts with other children, e.g. finding a compromise.
Children play co-operatively, taking turns with others.
They take account of one another's ideas about how to organise their activity.
They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self confidence and self awareness
Confident to speak to others about own needs, wants, interests and opinions.
Can describe self in positive terms and talk about abilities.
Children are confident to try new activities, and say why they like some activities more than others.
They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
They say when they do or don't need help.

Managing Feelings and Behaviour
Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Aware of the boundaries set, and of behavioural expectations in the setting.
Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
They work as part of a group or class, and understand and follow the rules.
They adjust their behaviour to different situations, and take changes of routine in their stride.

COMMUNICATION AND LANGUAGE

Listening and attention
Maintains attention, concentrates and sits quietly during appropriate activity.
Two-channelled attention – can listen and do for short span.
Children listen attentively in a range of situations.
They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding
Responds to instructions involving a two-part sequence.
Understands humour, e.g. nonsense rhymes, jokes.
Able to follow a story without pictures or props.
Listens and responds to ideas expressed by others in conversation or discussion.
Children follow instructions involving several ideas or actions.
They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
Uses language to imagine and recreate roles and experiences in play situations.
Links statements and sticks to a main theme or intention.
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Introduces a storyline or narrative into their play.
Children express themselves effectively, showing awareness of listeners' needs.
They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
They develop their own narratives and explanations by connecting ideas or events.

PHYSICAL DEVELOPMENT

Moving and Handling
Jumps off an object and lands appropriately.
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
Travels with confidence and skill around, under, over and through balancing and climbing equipment.
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
Uses simple tools to effect changes to materials.
Handles tools, objects, construction and malleable materials safely and with increasing control.
Shows a preference for a dominant hand.
Begins to use anticlockwise movement and retrace vertical lines.
Begins to form recognisable letters.
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Children show good control and co-ordination in large and small movements.
They move confidently in a range of ways, safely negotiating space.
They handle equipment and tools effectively, including pencils for writing.

Health and Self Care
Eats a healthy range of foodstuffs and understands need for variety in food.
Usually dry and clean during the day.
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
Shows understanding of how to transport and store equipment safely.
Practices some appropriate safety measures without direct supervision.
Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

LITERACY

Reading

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising logos.
Looks at books independently.
Handles books carefully.
Knows information can be relayed in the form of print.
Holds books the correct way up and turns pages.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
Links sounds to letters, naming and sounding the letters of the alphabet.
Begins to read words and simple sentences.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences.
They use phonic knowledge to decode regular words and read them aloud accurately.
They also read some common irregular words.
They demonstrate understanding when talking with others about what they have read.

Writing

Sometimes gives meaning to marks as they draw and paint.
Ascribes meanings to marks that they see in different places.
Gives meaning to marks they make as they draw, write and paint.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Writes own name and other things such as labels,captions.
Attempts to write short sentences in meaningful contexts.
Children use their phonic knowledge to write words in ways which match their spoken sounds.
They also write some irregular common words.
They write simple sentences which can be read by themselves and others.
Some words are spelt correctly and others are phonetically plausible.

MATHEMATICS

Numbers

Uses some number names and number language spontaneously.
Uses some number names accurately in play.
Recites numbers in order to 10.
Knows that numbers identify how many objects are in a set.
Beginning to represent numbers using fingers, marks on paper or pictures.
Sometimes matches numeral and quantity correctly.
Shows curiosity about numbers by offering comments or asking questions.
Compares two groups of objects, saying when they have the same number.
Shows an interest in number problems.
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Shows an interest in numerals in the environment.
Shows an interest in representing numbers.
Realises not only objects, but anything can be counted, including steps, claps or jumps.
Recognise some numerals of personal significance.
Recognises numerals 1 to 5.
Counts up to three or four objects by saying one number name for each item.
Counts actions or objects which cannot be moved.
Counts objects to 10, and beginning to count beyond 10.
Counts out up to six objects from a larger group.
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
Counts an irregular arrangement of up to ten objects.
Estimates how many objects they can see and checks by counting them.
Uses the language of 'more' and 'fewer' to compare two sets of objects.
Finds the total number of items in two groups by counting all of them.
Says the number that is one more than a given number.
Finds one more or one less from a group of up to five objects, then ten objects.
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
Records, using marks that they can interpret and explain.
Begins to identify own mathematical problems based on own interests and fascinations.
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Shows awareness of similarities of shapes in the environment.
Uses positional language.
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
Shows interest in shapes in the environment.
Uses shapes appropriately for tasks.
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
Selects a particular named shape.
Can describe their relative position such as 'behind' or 'next to'.
Orders two or three items by length or height.
Orders two items by weight or capacity.
Uses familiar objects and common shapes to create and recreate patterns and build models.
Uses everyday language related to time.
Beginning to use everyday language related to money.
Orders and sequences familiar events.
Measures short periods of time in simple ways.
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
They recognise, create and describe patterns.
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

UNDERSTANDING THE WORLD

People and Communities

Shows interest in the lives of people who are familiar to them.
Remembers and talks about significant events in their own experience.
Recognises and describes special times or events for family or friends.
Shows interest in different occupations and ways of life.
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
Children talk about past and present events in their own lives and in the lives of family members.
They know that other children don't always enjoy the same things, and are sensitive to this.
They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
Talks about why things happen and how things work.
Developing an understanding of growth, decay and changes over time.
Shows care and concern for living things and the environment.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things.
They talk about the features of their own immediate environment and how environments might vary from one another.
They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools.
They select and use technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN

Exploring and using Media and Materials

Enjoys joining in with dancing and ring games.
Sings a few familiar songs.
Beginning to move rhythmically.
Imitates movement in response to music.
Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours can be changed.
Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
Beginning to be interested in and describe the texture of things.
Uses various construction materials.
Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
Joins construction pieces together to build and balance.
Realises tools can be used for a purpose.
Begins to build a repertoire of songs and dances.
Explores the different sounds of instruments.
Explores what happens when they mix colours.
Experiments to create different textures.
Understands that different media can be combined to create new effects.
Manipulates materials to achieve a planned effect.
Constructs with a purpose in mind, using a variety of resources.
Uses simple tools and techniques competently and appropriately.
Selects appropriate resources and adapts work where necessary.
Selects tools and techniques needed to shape, assemble and join materials they are using.
Children sing songs, make music and dance, and experiment with ways of changing them.
They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Developing preferences for forms of expression.
Uses movement to express feelings.
Creates movement in response to music.
Sings to self and makes up simple songs.
Makes up rhythms.
Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
Engages in imaginative role-play based on own first-hand experiences.
Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Create simple representations of events, people and objects.
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
Chooses particular colours to use for a purpose.
Introduces a storyline or narrative into their play.
Plays alongside other children who are engaged in the same theme.
Plays cooperatively as part of a group to develop and act out a narrative.
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.