

Cherry Summer Term Overview 2024



English

Text Focus – Fairy Tales

Pre Stage 1 (0-3)

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Repeat words and phrases from familiar stories. Ask questions about the book.
- Make comments and shares their own ideas. Develop play around favourite stories using props.

Pre stage 1 (3-4)

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Pre stage 1 (3-4)

- Form lower-case and capital letters correctly.
- Read individual letters by signing or saying the sound for them

Maths

Pre stage 1 – See full document in Maths folder

	Step one			Step two		
	Learning and Progression Examples	Key Learning	Key Learning	Learning and Progression Examples	Key Learning	Key Learning
Number - Counting	Distinguish between quantities, recognising when a group of objects is more than one	Show awareness of one-to-one correspondence through practical everyday experience	Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence	Count the number of fingers on one hand	Know the number names in order and distinguish each one	Synchronise the counting sequence with touching each object (one number name per object)
	Join in with number rhymes	Know that some of the words in number rhymes are numbers	Take part in finger rhymes with numbers	Count up to 5 objects emphasising the last number said (if children understand this concept with numbers up to 5 they will be able to use it with greater numbers)	Count and show the correct number of fingers for numbers up to 5	Count reliably up to 5 in everyday contexts
	There are no steps towards this expectation. Children need to be provided with situations in which finding a quantity is a meaningful task. e.g. There are only six people allowed at the painting table. How many are there now? At this stage, the children are not expected to answer this question but recognise that counting can help us find the answer.		Understand that counting is to find out how many	Count up to 5 objects emphasising the last number said (if children understand this concept with numbers up to 5 they will be able to use it with greater numbers)	Count and show the correct number of fingers for numbers up to 5	Count reliably up to 5 in everyday contexts
	Join in with number rhymes	Know that some of the words in number rhymes are numbers	Recognise and say numbers of personal significance	Count up to 5 objects, moving or touching them, emphasising the last number said	Count up to 5 pictures, touching or marking as they are counted	Count reliably up to 5 in everyday contexts
	Join in with number rhymes	Know that some of the words in number rhymes are numbers	Recognise and say numbers of personal significance	Count up to 5 objects, moving or touching them, emphasising the last number said	Count up to 5 pictures, touching or marking as they are counted	Count reliably up to 5 in everyday contexts
	Count up to 3 items, moving or touching them, in everyday contexts	Show awareness of one-to-one correspondence through practical everyday experience	Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'	Count up to 5 objects, moving or touching them, emphasising the last number said	Count up to 5 pictures, touching or marking as they are counted	Count reliably up to 5 in everyday contexts
	Know that number names describe quantities (how many)	Recognise when there is one item	Recognise when there are two items without counting	Recognise familiar arrangements for numbers up to 5 when on a dice or domino	Identify quantities of objects up to 5 when placed in a dice or domino arrangement	Identify quantities of objects from 1 to 3 when arranged randomly
	Compare two groups of the same object by matching objects together	Use the word 'more' to indicate the greater amount	Identify when groups of the same object have the same amount after objects have been matched	Understand the last number said is the number in the set	Understand that objects can be counted in any order and the amount will be the same	Know that objects in a group can be rearranged without affecting the total
	Recognise that a group of items can be identified using a number name/word	Recognise where there are no items (in a group) and use the word 'none'	Compare amounts, saying 'less', 'more' or 'same'	Use the words 'same' and 'equal' to indicate equivalence	Understand the relationship between 'more' and 'fewer', e.g. 4 is more than 3 so 3 is fewer than 4	Compare groups by counting the objects
				Join in with counting back rhyme using objects or fingers to represent how the numbers change	Know that when there are no objects this is represented by the word 'zero'	Use the word 'zero' to represent 'none'

	Step one			Step two		
	Learning and Progression Examples	Key Learning	Key Learning	Learning and Progression Examples	Key Learning	Key Learning
Number - Sense	Identify when groups of the same object have the same amount after objects have been matched			Partition a set of objects into two smaller groups		
Number - Recognition	Know that numbers can be shown with symbols/numerals	Recognise numerals 1 and 2	Recognise numerals 0 and 3	Recognise numerals 0 to 5	Identify a given number from a selection within the range 0 to 5	Recognise and identify numerals 0 to 10
Number - Quantities	Knows that the marks they make are of value	Recognises that marks made by others have meaning	Makes marks for a purpose and can explain them	Represent a given amount up to 10 using objects	Represent a given amount up to 10 using own marks and symbols	Experiment with their own symbols and marks as well as numerals
Number - Calculating	Reacts to significant changes in amounts (double the amount)	Identifies when a group has become more or less when items are added or removed	Uses the words more and less to describe the change to an amount	Count up to 5 objects, moving each as they are counted	Understand the concept of addition as combining sets of objects	Recognise that one more is found by adding one object to an existing group of objects
	Reacts to significant changes in amounts (halve the amount)	Identifies that a group has less (fewer) when items have been removed	Uses the word less to describe the change to an amount when items are removed	Count up to 5 objects, moving each as they are counted	Understand the concept of subtraction as removing one amount from within another	Recognise that one less is found by removing (taking away) one object from an existing group
				In real life contexts find one more than a given number		Combine two groups of objects (total within 5) counting how many are there
				In real life contexts find one fewer (less) than a given number		Remove a given amount from a greater set (total within 5) counting to identify how many are left

	Reacts to significant changes in amounts (double the amount)	Identifies that a group has more when items have been added	Uses the word more to describe the change to an amount when items are added		Understand the concept of addition as combining sets of objects	Understand that the terms add, total, altogether relate to combining groups of objects	Count up to 5 objects, moving each as they are counted	Combine two groups of objects (total within 10) counting how many are there	Combine two groups of objects (total within 10) counting how many are there	<i>In real life contexts add two single-digit numbers totalling within 10, using practical equipment</i>
	Reacts to significant changes in amounts (half the amount)	Identifies that a group has less (fewer) when items have been removed	Uses the word less to describe the change to an amount when items are removed	React to changes of amount in a group of up to three items	Understand the concept of subtraction as removing one amount from within another	Understand that the terms subtract and take away relate to removal of one group from another	Count up to 5 objects, moving each as they are counted	Remove a given amount from a greater set (with a whole of up to 5) counting to identify how many are left	Remove a given amount from a greater set (with a whole of up to 10) counting to identify how many are left	<i>In real life contexts subtract a single-digit number from a number up to 10, using practical equipment</i>

	Step one				Step two			
	Learning and Progression Examples			Key Learning	Learning and Progression Examples			Key Learning
Shape	Explores a range of objects through touch	Stacks objects using flat surfaces		Combine objects like stacking blocks and cups	Recognises that two objects have the same shape	Chooses items based on their shape which are appropriate for the child's purpose	Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes	Attempts to create arches and enclosures when building, using trial and improvement to select blocks
	Responds to changes of shape	Stacks objects using flat surfaces	Enjoys using blocks to create their own simple structures and arrangements	Build with a range of resources	Makes simple constructions		Chooses items based on their shape which are appropriate for the child's purpose	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
	Attempts, sometimes successfully, to match shapes with spaces on inset puzzles	Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles	Chooses puzzle pieces and tries to fit them in	Complete inset puzzles	Recognises that two objects have the same shape	Shows awareness of shape similarities and differences between objects	Responds to both informal language and common shape names	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' Know that shapes can appear in different ways and be different sizes
Space	Enjoys filling and emptying containers	Beginning to put objects of similar shapes inside others and take them out again		Put objects inside others and take them out again	In everyday situations, understand and use the terms on top, under(neath) with the support of gestures	In everyday situations, understand and use the terms in front of, behind, next to with the support of gestures	Responds to some spatial and positional language	Understand position through words alone - for example, "The bag is under the table," - with no pointing
	Explores space when they are free to move, roll and stretch	Explores space around them and engages with position and direction, such as pointing to where they would like to go	Investigates fitting themselves inside and moving through spaces	Climb and squeezing selves into different types of spaces	Moves their bodies and toys around objects and explores fitting into spaces	Begins to remember their way around familiar environments	Responds to some spatial and positional language	Describe a familiar route
	Enjoys filling and emptying containers	Beginning to put objects of similar shapes inside others and take them out again			In everyday situations, understand and use the terms on top, under(neath) with the support of gestures	In everyday situations, understand and use the terms in front of, behind, next to with the support of gestures	Responds to some spatial and positional language	Discuss routes and locations, using words like 'in front of' and 'behind'

Sorting	Shows interest in patterned songs and rhymes, perhaps with repeated actions		Experiences patterned objects and images		Notice patterns and arrange things in patterns	Identifies patterns in the environment		Describes simple patterns in the environment		Talk about and identifies the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobby' etc.
	Joins in with repeated actions in songs and stories	Initiates and continues repeated actions	Beginning to arrange items in their own patterns, e.g. lining up toys			Is interested in what happens next using the pattern of everyday routines		Joins in and anticipates repeated sound and action patterns	Continues a repeating ABAB pattern	Extend and create ABAB patterns - stick, leaf, stick, leaf
	Becoming familiar with patterns in daily routines	Begins to predict what happens next in predictable situations	Joins in with and predicts what comes next in a story or rhyme			Recognises that two objects have the same shape		Shows awareness of shape similarities and differences between objects		Notice and correct an error in a repeating pattern
Measurement	Recognises that objects look, feel (and sound) different	Shows interest in objects that are similar to each other	Beginning to arrange items in their own patterns, e.g. lining up toys		Describe and compare sizes using gesture and language - 'bigger / little / smaller', 'high / low', 'tall', 'short'	In meaningful contexts, finds the longer or shorter of two items				Find an object of similar length/width/height
	Responds to size, reacting to very big or very small items that they see or try to pick up	Shows an interest in objects of contrasting sizes in meaningful contexts	Shows an interest in size and weight	Explores differences in size and length		In meaningful contexts, finds the heavier or lighter of two items				Make comparisons between objects relating to size, length and height e.g. longer / shorter, wider / narrower, taller / shorter
	Shows an interest in size and weight	Explores differences in weight				In meaningful contexts, finds the more/less full of two items				Make comparisons between objects relating to weight e.g. heavier/lighter
	Shows an interest in emptying containers	Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a jar	Explores differences in capacity		Use language of full and empty to describe the amount in different containers					Make comparisons between objects relating to capacity e.g. more/less
	Know that items can be bought in shops and other places (online)					Understand that we need to pay for goods		Understand that money is used to pay for items		Understand that we need to pay for goods
	Shows an interest in shops and buying items					Understand that we need to pay for goods		Understand that items can have different prices		Talk about things they want to spend their money on
Talk about where things we need can be obtained										

			Shows an interest in coins and notes		Identifies that coins, notes and plastic cards (credit/debit cards) can be used to pay for things		Talk about different ways we can pay for things	
Recognises that objects look, feel (and sound) different	Shows interest in objects that are similar to each other	Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc.	Talk about coins using properties such as shape, colour and size	Recognise that there are different coins	Talk about notes using the property of colour	Recognise that there are different notes	Recognise that there are different coins and notes	
			Beginning to understand some talk about immediate past and future	Beginning to anticipate times of the day such as home time	Understand that 'before' means earlier	Understand that the current day is always known as 'today'	Understand that 'yesterday' is the day before today	Understand and use language - before, after, yesterday, today, tomorrow
Gets to know and enjoys daily routine such as mealtimes and bath time	Beginning to understand that things might happen now or at another time, in routines		Understand that "first" position in a line is the start of the line	Understand that "last" in a line is the end of the line	In a story, understand that "first" refers to the start (ing action)	In a story, understand that "last" refers to the end	Begin to describe a sequence of events, real or fictional, using words such as "first", "then..."	
Gets to know and enjoys daily routine	Beginning to understand that things might happen now or at another time, in routines		Understand and use language - before, after, yesterday, today, tomorrow	Know that days have names				
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Science

Pre Stage 1

Notice differences between people.

NC KS1

Know that humans have offspring which grow into adults.

Learn about the basic needs of humans, for survival

Learn the importance of health and hygiene through hands on activity

NC KS1

Describe the basic needs of humans

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography (half a term) –

Pre Stage 1 (0-3)

Explore and respond to different natural phenomena in their setting and out on trips

Pre stage 1 (3-4)

Describe what they see, hear and feel whilst outside.

Use some basic vocabulary linked to the natural world DM 3-4

Pre Stage 1 (3-4)

Recognise some environments that are different from the one in which they live.

Draw information from a simple map

Art (half a term)

Art in Nature – Andy Goldsworth

Pre Stage 1 (0-3)

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Pre stage 1 (3-4)

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

NC KS1

To use a range of materials creatively to design and make products

Know about great artists

Design & Technology (half a term)

Pre Stage 1 (0-3)

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas

Explore a range of existing products

NC KS1

build structures, exploring how they can be made stronger, stiffer and more stable

PSHE

Half Term 1: Healthy Lifestyles

Respond to different stimuli about what it means to be 'healthy'.

Identify foods that we like and dislike to eat.

Identify some examples of healthy foods.

Identify some examples of foods that should only be eaten once in a while

Explain why some foods are healthier than others.

Half Term 2: Respecting Differences Between People

Respond to stimuli with curiosity about the physical differences between people.

Identify simple differences/similarities between people.

Describe things that all people have in common.

Identify similarities/differences between different people in terms of ethnicity, culture, religious identity.

RE

Half Term 1 – Hindu - Dharma

Pre stage 1 (0-3)

Begin to establish their sense of self

Make choices others through gestures, talk and sign

NC KS1

Talk about the different roles that they might have (friend, child, brother/sister

Consider how people might have multiple roles

Half Term 2 – Christianity – Church

Pre stage 1 (0-3)

Begin to establish their sense of self

NC KS1

To know some communities which they belong to