

EYFS Curriculum Progression Milestones Summer 2026

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy <small>(also see Little Wandle sequence of learning for phonics)</small>	Mathematics <small>(Mastering Number and White Rose)</small>	Understanding the World	Expressive Arts and Design
Summer 1							
Week 1 <i>Week A</i>	Re-establishing Listening Skills - Listen attentively during carpet time and lessons - Respond to what they hear through comments or actions - Follow familiar classroom instructions confidently	Revisiting Core Movement Skills Gross Motor: Revisit running, balancing, climbing, and jumping with greater control and independence. Use obstacle courses to combine movements. Fine Motor: Practise consistent tripod grip and correct letter formation. Continue strengthening hand muscles with dough, threading, and tweezers. Outdoor PE: Develop basic underarm throwing technique. Commando Joe's: 'Tanisha Teamwork'	Returning with Confidence Focus: Re-establishing independence and routines Re-establish classroom routines with minimal reminders Show confidence returning to familiar learning areas Talk about feelings about the new term Demonstrate independence managing belongings and transitions Follow class expectations consistently Repetition: Daily routine reinforcement and independence expectations	- Reads some high-frequency words - Retells simple stories - Can describe settings, events and characters in some detail - Labels pictures with a few words and begins to write simple sentences (Linked to 1a) ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Rhyme Time - Wind the bobbin up (see Little	Composition Focus on doubles using different representations Building 9 and 10 - explore different representations of 9 and 10	Science - Shows concern for living things, e.g. is careful not to damage plants. RSHE - protective Behaviours- Early Warning Signs/Scary Body Feelings History - Identifies some similarities and differences between things now and in the past RE - understand what a place of worship is. Computing - Story writing through the use of multimedia tools. Add clip art and their own images.	Art - Can use art to represent feelings. Associate colors with emotions (e.g., red = angry, blue = sad, yellow = happy) and create a wheel of feelings. Is starting to think about composition and colour. Drama - Takes on multiple roles

				Wandle Developing Language) Handwriting - letter join - long ladder family letters - i,t,j,l,u,y			
Week 2 Week B	Listening and Responding Appropriately -Respond to questions about stories, discussions and tasks -Show understanding through relevant answers or actions -Continue developing sustained attention during group activities	Agility and Speed Gross Motor: Develop agility through chasing games, relay races, and quick direction changes. Fine Motor: Practise drawing and writing with controlled pressure and increased accuracy. Outdoor PE: Develop a basic over arm throwing technique. Commando Joe's:	Recognising and Regulating Emotions Focus: Applying emotional regulation strategies independently Identify and talk about a range of feelings Use calming strategies independently when upset or frustrated Begin to reflect on what helps them feel calm or happy Recognise emotions in others and respond appropriately Manage waiting and turn-taking during activities Repetition: Daily reflection on feelings and regulation strategies	- Reads some high-frequency words - Retells simple stories - Can describe settings, events and characters in some detail - Labels pictures with a few words and write simple sentences about their drawings (Linked to 1b) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To begin to know and explain some differences between fiction and non-fiction books. Handwriting - letter join - long ladder family letters - i,t,j,l,u,y	Comparison Focus on ordinality: comparing numbers Building 9 and 10 - build on their conceptual subitising, '1 more' and '1 less' skills by focusing on the composition of numbers to 10	Science - explore the natural world around them RSHE - Protective Behaviours- Telling and secrets History - Identifies some similarities and differences between things now and in the past - Explores artefacts and uses them in play e.g. Fossils.	Art - Can use art to represent feelings. Is starting to think about composition and colour. Drama - Takes on multiple roles

<p>Week 3</p> <p>Week A</p>	<p>Asking Questions to Clarify Understanding</p> <p>-Ask simple questions when unsure or curious</p> <p>-Make comments about what they have heard in stories or discussions</p> <p>-Show understanding of classroom explanations</p>	<p>Ball Skills and Coordination</p> <p>Gross Motor: Improve ball control through throwing, catching, kicking, and aiming at targets. Practise working with partners.</p> <p>Fine Motor: Refine scissor control when cutting detailed shapes. Continue handwriting practice with increasing confidence.</p> <p>Outdoor PE: Understand the fundamentals of catching.</p>	<p>Solving Social Problems</p> <p>Focus: Developing independent conflict resolution</p> <p>Begin to resolve small disagreements with minimal adult support</p> <p>Use language to negotiate and solve problems in play</p> <p>Understand that different people may have different viewpoints</p> <p>Begin to compromise during shared play</p> <p>Show respect for others' ideas and choices</p> <p>Repetition: Role-play and modelling of problem-solving language</p>	<p>- Uses vocabulary they have heard in books</p> <p>- Shows familiarity with rhyming and beginning sounds</p> <p>(Linked to 1c) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - To begin to be aware of the way stories are structured.</p> <p>Handwriting - letter join</p> <p>- curly caterpillar family</p> <p>- c,o,g,d,a,q,f,s,e</p>	<p>Subitising and the rekenrek</p> <p>'Seeing' small quantities and numbers within larger quantities.</p> <p>Introduction to the rekenrek. Link familiar representations such as numbers of fingers to representations on the rekenrek.</p> <p>To Twenty and Beyond - become more familiar with numbers beyond 10 and the pattern (stable order) of numbers to 20 and beyond.</p>	<p>Science - draw information from a simple map</p> <p>Geography - Can interpret an aerial view of their school setting, commenting on what they can see</p> <p>RSHE - To know that people can become ill and that medicines might be used to make them feel better</p> <p>RE - understand what a Mosque is and who uses it.</p> <p>DT - Draws what they are going to make and explains designs. Use tools safely</p>	<p>Music - explore different ways sounds can be made. Discuss different instruments and how they can be played in different ways to change the sound. Airplane song, musical journey game.</p> <p>Drama - Takes on multiple roles using language and gestures</p>
<p>Week 4</p> <p>Week B</p>	<p>Participating in Discussions</p> <p>-Take part in small group and whole-class discussions</p> <p>-Share ideas about stories, topics or learning</p>	<p>Balance and Control</p> <p>Gross Motor: Develop advanced balance through beams, stepping stones, and balancing challenges. Combine balance with other movements.</p>	<p>Cooperation and Teamwork</p> <p>Focus: Working collaboratively</p> <p>Work cooperatively in small groups to complete tasks</p>	<p>- Uses vocabulary they have heard in books.</p> <p>- Knows the sounds letters make and is beginning to spell words based on how they sound</p>	<p>Counting Strategies for counting</p> <p>Recognise the pattern of the counting system when beginning to count beyond 20</p>	<p>Science - understand key features of life cycles of animals. Begin to understand the need to respect natural environment and living things</p>	<p>Art - Experiments with a wide variety of materials. Is starting to think about composition and colour</p> <p>Drama - Includes highly imaginative themes with</p>

	<p>-Listen and respond to others' ideas appropriately</p>	<p>Fine Motor: Practise forming letters correctly and writing short words with improved spacing.</p> <p>Outdoor PE: Catch a variety of balls with consistency.</p>	<p>Take turns and share responsibilities within group activities Listen to others' ideas and contribute their own Begin to plan and carry out shared play scenarios Show pride in group achievements</p> <p>Repetition: Collaborative projects and group play</p>	<p>(Linked to 1d) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To begin to understand 'why' and 'how' questions.</p> <p>Handwriting - letter join - curly caterpillar family - c,o,g,d,a,q,f,s,e</p> <p>Rhyme Time - Round and round the garden (see Little Wandle Developing Language)</p>	<p>To Twenty and Beyond - build on verbal counting beyond 20 by noticing the counting patterns involved.</p>	<p>RSHE - To know that people can become ill and that medicines might be used to make them feel better</p> <p>Computing - Understand how to use the internet to find information and identify devices to use.</p>	<p>multiple plans and sequences in play</p>
<p>Week 5 Week A</p>	<p>Using New Vocabulary -Use new vocabulary introduced through stories, topics or lessons -Apply vocabulary when describing or explaining ideas -Speak clearly when sharing thoughts</p>	<p>Movement Sequences Gross Motor: Create simple movement sequences (jump, hop, run, balance). Introduce movement to music and rhythm activities. Fine Motor: Continue strengthening dexterity through weaving, lacing, and small construction tasks.</p>	<p>Building Resilience Focus: Perseverance and confidence in learning Continue trying when tasks are challenging Talk about strategies that help them solve problems Show pride in effort and persistence Begin to reflect on mistakes as opportunities to learn</p>	<p>- Uses vocabulary they have heard in books. - Shows familiarity with rhyming and beginning sounds</p> <p>(Linked to 1e) ELG: Anticipate (where appropriate) key events in stories. Anticipate (where appropriate) key events in stories.</p>	<p>Comparison Compare groups of objects that are of different sizes/colours/attribute s Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2</p> <p>How many Now? - explore the change structure of addition</p>	<p>Science -explore the natural world around them - minibeast hunt</p> <p>RSHE - Know that my body belongs to me</p> <p>Geography - Can interpret an areal view of their school setting, commenting on what they can see - ROL</p>	<p>Music - Show awareness that sound can be represented in symbols. Revisit sound journey and train poem. Children follow a symbol pattern using their instruments E.G multi link cubes or pictures. Drama - Takes on multiple roles using language, gestures and facial expressions</p>

		Outdoor PE: Hit a stationary object (Tennis ball).	Encourage others to keep trying Repetition: Daily encouragement of perseverance and growth mindset	Rhyme Time - Incy Wincy Spider (see Little Wandle Developing Language) Handwriting - letter join - curly caterpillar family - c,o,g,d,a,q,f,s,e	(augmentation) by adding more.	RE - understand what a church is and who uses it. DT - Experiments with designs and materials. Use tools safely	
Week 6 Week B	Explaining Ideas and Thinking -Explain why something might happen in a story or situation -Give reasons for their choices or ideas -Use simple connecting words such as <i>because</i>	Consolidation and Stamina Gross Motor: Build stamina through longer obstacle courses and continuous movement games. Fine Motor: Apply handwriting skills in longer drawing or writing tasks. Outdoor PE: Hit, throw and catch with consistency.	Responsibility and Independence Focus: Managing self with confidence Manage personal hygiene and belongings independently Take responsibility for classroom roles and jobs Show independence in choosing and completing activities Demonstrate increasing organisation during routines Begin to prepare themselves for transitions between activities Repetition: Daily classroom responsibilities	-Enjoys a range of books - Knows the sounds letters make and is beginning to spell words based on how they sound (Linked to 1a) ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To build up vocabulary that reflects the breadth of their experiences. Handwriting - letter join - curly caterpillar family - c,o,g,d,a,q,f,s,e	Pattern in number Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers Manipulate, Compose and Decompose - exploring the properties of shapes and spatial relations.	Science - Recording growth from plants planted in Spring RSHE - name parts of the body. History - Uses vocabulary to express the passing of time Computing - Capture QR codes.	Art - Can use art to represent feelings. Is starting to think about composition and colour. Drama - Collaborates with others, planning roles and scenarios
Summer 2							

	Communication & Language	Physical Development	Personal, Social and Emotional Development	Literacy (also see Little Wandle sequence of learning for phonics)	Mathematics	Understanding the World	Expressive Arts and Design
Week 1 Week A	Holding Back-and-Forth Conversations- Hold conversations with adults and peers -Take turns speaking and listening -Respond thoughtfully to what others have said	Coordination and Teamwork Gross Motor: Take part in simple team games that involve running, throwing, and catching. Follow rules and cooperate with others. Fine Motor: Continue writing familiar words and names with greater fluency. Outdoor PE: Develop running in a straight line.	Understanding Rules and Fairness Focus: Applying social expectations independently Follow class rules consistently Understand why rules are important for safety and fairness Begin to explain why certain behaviours are appropriate Show respect for shared resources and spaces Demonstrate responsible behaviour in group settings Repetition: Class discussions about fairness and responsibility	-Enjoys a range of books - Can describe settings, events and characters in some detail (Linked to 1b) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To describe main story settings, events and principal characters. Rhyme Time - Humpty Dumpty (see Little Wandle Developing Language) Handwriting - letter join - one armed robot family - r, n, m,k,p,h,b	Review and assess Manipulate, Compose and Decompose - notice 2-D shapes within 3-D shapes in a range of contexts.	Science - describe what they see hear and feel whilst outside during Summer. Understand the effect of changing seasons on the natural world around them in Summer RSHE - begin to understand that humans change as they grow. DT - Describes how a product is made up of many parts.	Music - create representations of events using songs, sounds and movement. Create a treasure island using sounds, choose instruments which are appropriate and make sounds for different parts of the island - thunder mountain, beach, coconut grove. Drama - Creates play scenes that are made up of longer stories with steps laid out in sequence.
Week 2 Week B	Speaking in Full Sentences -Express ideas using clear, full sentences	Jumping and Skipping Gross Motor: Refine jumping, hopping, and skipping with rhythm	Caring for Others Focus: Empathy and kindness	-Enjoys a range of books - Holds a pencil correctly and forms	deep understanding of number to 10,	Science - Explore and talk about different forces that they feel	Art - Experiments with a wide variety of materials.

	<p>-Speak confidently during discussions and play</p> <p>-Continue building conversations with peers</p>	<p>and control. Combine skills in movement challenges.</p> <p>Fine Motor: Practise precision tasks such as detailed drawing, small crafts, and controlled cutting.</p> <p>Outdoor PE: Improve reaction time at the start of a race.</p>	<p>Show care and concern when others are upset</p> <p>Offer help to peers independently</p> <p>Recognise acts of kindness in others</p> <p>Talk about ways to help people at school and at home</p> <p>Demonstrate inclusive behaviour during play</p> <p>Repetition: Kindness recognition and daily positive reinforcement</p>	<p>letters with increasing accuracy</p> <p>(Linked to 1c) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words.</p> <p>Rhyme Time - Baa Baa Black Sheep (see Little Wandle Developing Language)</p> <p>Handwriting - letter join - one armed robot family - r, n, m,k,p,h,b</p>	<p>Continue to practically explore the composition of numbers to 10</p> <p>Investigate 5 as a key 'anchor' in the number system</p> <p>Begin to generalise about 1 more/1 less within 10</p> <p>Sharing and Grouping - investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair.</p>	<p>RSHE - know about some animal life cycles.</p> <p>History - Talks about past and present events in their own life and that of family members</p> <p>RE - understand what a mandir is and who uses it.</p> <p>Computing - Identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Drama - Creates play scenes that are made up of longer stories with several steps laid out in sequence.</p>
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<p>Week 3 Week A</p>	<p>Talking About Past Experiences -Talk about past events using appropriate language -Share personal experiences with increasing detail -Listen and respond to others' experiences</p>	<p>Agility and Reaction Gross Motor: Develop reaction speed through dodging, chasing, and quick-response games. Fine Motor: Strengthen finger control through threading, beadwork, and small tool tasks.</p> <p>Outdoor PE: Improve accuracy when throwing at a target.</p>	<p>Positive Relationships Focus: Maintaining and valuing friendships Sustain cooperative play for longer periods Initiate play and conversations with peers Manage disagreements calmly and respectfully Value others' ideas and contributions Demonstrate confidence interacting with familiar adults and peers Repetition: Partner work and collaborative play opportunities</p>	<p>- Reads some high-frequency words - Knows that information can be retrieved from books -Enjoys a range of books - Labels pictures with a few words and write simple sentences with correct grammar</p> <p>(Linked to 1d) ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Rhyme Time - Row row row your boat (see Little Wandle Developing Language)</p> <p>Handwriting - letter join - one armed robot family - r, n, m,k,p,h,b</p>	<p>Recall of number facts</p> <p>Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 make 10' Recall missing parts within 5</p> <p>Sharing and Grouping - consolidate their learning of finding and making doubles.</p>	<p>Science - talk about differences between materials and changes they notice</p> <p>RSHE - recognise relationships between friends and family members</p> <p>Geography - Can draw a simple map indicating different interest areas</p> <p>DT - Begin to create their designs using tools safely (needles and thread) Simple running stitch.</p>	<p>Music - Explore different genres of music and join in with simple songs. 1, 2 pass to you. Listen to I do like to be beside the seaside. 'Go to the beach' experience. Matching the sounds game Drama - Includes highly imaginative themes with multiple plans and sequences in play</p>
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<p>Week 4 Week B</p>	<p>Explaining Events and Ideas -Explain events from stories or real experiences -Give simple reasons or explanations -Use relevant vocabulary from learning topics</p>	<p>Ball Control and Accuracy Gross Motor: Improve aim and coordination in throwing, catching, kicking, and target games. Fine Motor: Continue handwriting tasks, focusing on clarity and consistent letter formation.</p> <p>Outdoor PE: Increase power when throwing at a target.</p>	<p>Preparing for Transition Focus: Emotional readiness for change Talk about moving to the next class or year group Express feelings about change and transition Reflect on friendships and learning experiences Demonstrate confidence in managing new situations Continue applying emotional regulation strategies Repetition: Discussions about change and reassurance through routines</p>	<p>- Is developing phonological awareness - Is becoming more confident with blending and segmenting sounds - Knows the sounds letters make and is becoming more confident to spell words based on how they sound</p> <p>(Linked to 1e) ELG: Anticipate (where appropriate) key events in stories. To suggest how a story might end.</p> <p>Handwriting - letter join - zigzag letter family - v,w,x,z</p>	<p>Consolidate and assess ELG. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Visualise, Build and Map - deepen their understanding of different patterns, and begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.</p>	<p>Science - Explore how things work RSHE - Form positive attachments to adults and friendships with peers History - Identifies some similarities and differences between things now and in the past RE - understand why people use places of worship Computing - Story writing through the use of multimedia tools - playing their pages like a book and listening to the sounds added.</p>	<p>Art - Makes intentional representations, deciding beforehand what they want to depict. Drama - Collaborates with others, planning roles and scenarios and language that could be used.</p>
<p>Week 5 Week A Transition Days Mon&Tues</p>	<p>Developing Extended Conversation -Sustain conversations with several exchanges -Ask and answer questions during discussions</p>	<p>Movement and Rhythm Gross Motor: Explore dance and movement to music, showing rhythm, coordination, and control. Fine Motor: Develop creativity and precision</p>	<p>Confidence and Self-Belief Focus: Recognising personal strengths Talk about things they are good at</p>	<p>- Reads simple phrases and sentences - Knows that information can be retrieved from books - Labels pictures with a few words and write</p>	<p>Consolidate and assess ELG. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Science - Explore how things work linked to light - Shadows and see through and not see through</p>	<p>Music - Explore making loud and quiet sounds and develop listening skills. 'Portsmouth' song - dance and move to this. Postman Song - listening game.</p>

	<p>-Build on others' ideas in conversation</p>	<p>through detailed drawing and craft activities.</p> <p>Outdoor PE: Increase power when throwing a ball and vortex.</p>	<p>Show confidence speaking in familiar groups</p> <p>Take pride in achievements and progress</p> <p>Show willingness to try new challenges</p> <p>Reflect on personal successes and improvements</p> <p>Repetition: Celebration of achievements and positive feedback</p>	<p>simple sentences with correct grammar</p> <p>(Linked to 1a) ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Rhyme Time - A sailor went to sea, sea, sea (see Little Wandle Developing Language)</p> <p>Handwriting - letter join - zigzag letter family - v,w,x,z</p>	<p>Visualise, Build and Map - deepen their understanding of different patterns, and begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.</p>	<p>RSHE - Show sensitivity to their own and to others' needs</p> <p>Geography - Points out landmarks while on a walk in their local area</p> <p>DT - Begin to create their designs using tools safely (needles and thread)</p> <p>Simple running stitch.</p>	<p>Drama - Collaborates with others, planning roles and scenarios and language and non-verbal communication that could be used.</p>
<p>Week 6</p> <p>Week B</p>	<p>Confident Discussion and Expression</p> <p>-Share ideas confidently in class discussions</p> <p>-Explain thoughts clearly using full sentences</p> <p>-Use recently introduced vocabulary accurately</p>	<p>Physical Challenges</p> <p>Gross Motor: Complete more complex obstacle courses combining climbing, balancing, jumping, and running.</p> <p>Fine Motor: Apply fine motor skills independently in extended creative tasks.</p>	<p>Independence in Learning</p> <p>Focus: Sustained engagement and responsibility</p> <p>Choose activities independently and remain engaged</p> <p>Follow instructions involving several steps</p>	<p>- Labels pictures with a few words and write simple sentences with correct grammar</p> <p>- Holds a pencil correctly and forms letters accurately</p> <p>- Enjoys writing for a variety of purposes</p> <p>(Linked to 1b) ELG: Demonstrate</p>	<p>Consolidate and assess ELG.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Science - use all senses in hands on exploration on natural materials - tree, flowers and a fern</p> <p>RSHE - recognise different feelings and emotions</p> <p>History - Knows that they and the world</p>	<p>Art - Makes intentional representations, deciding beforehand what they want to depict.</p> <p>Drama - Collaborates with others to create play scenes that are made up of longer stories with several</p>

		Outdoor PE: Develop and demonstrate basic jumping and landing techniques.	Manage resources responsibly and return them after use Demonstrate independence during daily routines Show readiness for more structured learning Repetition: Independent learning time and classroom responsibilities	understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To begin to know and explain some differences between fiction and non-fiction books. Handwriting - letter join - zigzag letter family - v,w,x,z	Make Connections - deepening understanding through developing reasoning and problem solving strategies.	around them changes with the passage of time RE - explain what religion I follow and the practises I do. Computing - Identify some of the simple examples of my personal information	steps laid out in sequence
Week 7 Week A	End-of-Year Consolidation -Listen attentively and respond with relevant comments and questions -Hold conversations with adults and peers independently -Express ideas, explanations and experiences using clear sentences and varied vocabulary	Consolidation and Celebration Gross Motor: Revisit all movement skills through sports-style activities and outdoor challenges. Fine Motor: Demonstrate independence in writing, drawing, cutting, and tool use. Outdoor PE: Develop running and jumping over a set distance.	Reflection and Celebration Focus: Recognising growth and achievement Reflect on how they have grown socially and emotionally Talk about friendships and positive experiences Demonstrate confidence and independence across routines Celebrate kindness, resilience and cooperation Show readiness for the next stage of learning Repetition: End-of-year reflection activities and celebrations	- Labels pictures with a few words and write simple sentences with correct grammar - Holds a pencil correctly and forms letters accurately - Enjoys writing for a variety of purposes Week 13 - Author Focus Rhyme Time - Down at the station (see Little Wandle Developing Language) Handwriting - letter join - zigzag letter family - v,w,x,z	Consolidate and assess ELG. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Explore 3D shapes - extend their knowledge of recognising and naming 3-D shapes to finding and identifying the 2-D shapes on the flat faces of 3-D shapes.	Science - Asks questions such as "What would happen if...?" -Final check in on plants planted in Spring and record final findings RSHE - develop a positive self-image. Geography - Can draw a simple map of the classroom indicating different interest areas. Uses some specific geographical vocabulary to describe different locations DT - Experiments with designs and materials. Use tools safely	Music - Awareness of changes and sound. High and low pitch. Sandcastle building – high and low. Drama - Collaborates with others to create play scenes that are made up of longer stories with several steps laid out in sequence Art - Uses a wide variety of tools with developing expertise

