

### Maths

I can say which is one more or one less than a given number.  
I can estimate a number of objects and check by counting 5  
I can solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups  
I can count reliably to 50  
I can explore counting on and back from any number within 50  
I can place numbers 0–50 in order  
\*I can use language to describe where I have moved a robot.  
\*I can make a sequence of decisions to guide a robot.  
\*I can use positional language to describe routes through a simple maze.

### Physical Development

I can make a moving body using split pins using a hole punch, split pins and scissors.  
I can draw round a partner's body and label the parts.  
I can make large and small scale castles using a variety of construction materials.  
I can travel around space and obstacles safely.  
I can show strength, balance and co-ordination in movement.  
I can move in different ways- run, jump, skip, climb, hop and dance.  
I can hold a pencil effectively (tripod).  
I can use a range of tools e.g. scissors.  
I can draw with accuracy.

### PSED

I can name parts of the body.  
I can tell you some things I can do and foods I can eat to be healthy.  
I can talk about the healthy foods I like and create a healthy dinner collage plate collage (Daisy Eat your Peas)  
I can design, make and eat a salad.  
I understand that we all grow from babies to adults and can sequence growth pictures.  
I can express how I feel about moving to Year 1.  
I can talk about my worries and/or the things I am looking forward to about being in Year 1.  
I can share my memories of the best bits of this year in Reception.  
I can talk about bedtime routines and the importance of sleep.  
I can use strategies to regulate myself when I feel angry or sad.  
I can set myself goals.  
I can listen and respond to adults, even when engaged in activity.

### Literacy

Daily RWI sessions  
I can innovate my own sentences based on The Princess and the Pea.  
I can write sentences describing characters and settings using adjectives.  
I can write most upper and lower case letters correctly.  
I can discuss synonyms for words in the story.  
I can write a question to ask a character in the story.  
I can write CVC, CVCC and CCVC words with sounds and letters I know.  
I can write simple sentences.  
I can read my own sentences.  
My teacher can read my sentences.  
I can join in with rhymes and songs daily - including sing a song of sixpence, Do your Ears hang Low, One Man went to Mow.

### Expressive Arts and Design

I can use props and materials when I am role playing the story and creating imaginary situations.  
I can make observational drawings and paintings of fruits and vegetables.  
I can make observations and talk about the work of artist Frida Kahlo.  
I can describe the clothes in a portrait.  
I can create a self-portrait and a portrait of a family member.  
I can use symbols to play a simple composition on a percussion instrument.  
I can create and perform my own compositions.  
I can make a moving body using split pins using a hole punch, split pins and scissors.  
I can design a royal crest. I can design and make a milkshake.  
I can explain what I have made and talk about how I made it.  
I can talk about what I like about my work.

### The Princess & The Pea



Summer 2  
2026

### Visits and Enhancements

Forest School  
Swimming  
South Angle Farm

### Key Vocabulary

travel, quest, royalty, museum, portrait,  
marry, wed, regal, crest, mattress,  
countryside, town, city

### Communication and Language

I can retell, imitate and innovate the story of The Princess and the Pea.  
I can invent my own story and create a story map.  
I can compare different versions of the story and talk about how they are similar/different.  
I can change the plot of the story and offer alternative endings.  
I can hotseat the characters in the story responding with questions and comments.  
I can discuss what I already know about castles and devise questions about what I would like to find out.  
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### Understanding of the World

I can talk about the roles of people in society.  
I can talk about different job roles and the roles of people in my family.  
I can talk about the past using books and stories about castles.  
I can identify and names some parts of a castle and talk about how life would have been different.  
I can give similarities and differences between the clothes worn in the past and now.  
I can name and label body parts.  
I can sort, describe and make observations of fruit and vegetables.  
I can describe the growing in the allotment and garden and watch them change over time.  
I can use vocabulary to describe locations of castles eg. cliff, coast, hill, mountain.  
I can use a map of the school to complete a treasure hunt.  
I can use positional language to give a partner directions.