







## Comprehension

<p><b>Birth to three</b></p> 	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Recognise and are calmed by a familiar and friendly voice. Understand single words in context - 'cup', 'milk', 'daddy'</p>
<p><b>3 to 4</b></p> 	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words.</p>
<p><b>Reception</b></p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Use new vocabulary in different contexts.</p>
<p><b>ELG</b></p>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

## Writing

<p><b>Birth to three</b></p> 	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>
<p><b>3 to 4</b></p> 	<p>Write some letters accurately.</p>
<p><b>Reception</b></p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>

## Word Reading


<p><b>Birth to three</b></p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes</p>
<p><b>3 to 4</b></p> 	<p>Engage in extended conversations about stories, learning new vocabulary.</p>
<p><b>Reception-</b></p> 	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p><b>ELG</b></p>	<p>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



## Knowledge Organiser Summer 2 Traditional Tales

<b>Birth to three</b>	Ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Develop friendships with other children.
<b>3 to 4</b>	Develop appropriate ways of being assertive.
<b>Reception</b>	Understand that some places are special to members of their community (UTW) Recognise that people have different beliefs and celebrate special times in different ways (UTW)
<b>ELG</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling;

## Physical Development

<b>Birth to three</b>	I can start to enjoy kicking and throwing different sized balls. I can start to become more independent by feeding myself or getting changed by myself.
<b>3 to 4</b> 	I can carry large planks or large hollow blocks with the help of my friends. I can start to choose which hand I use for writing and equipment.
<b>Reception</b>	I can use my core muscles using good posture while sitting at a table or on the floor - developing overall body strength, co-ordination, balance and agility.