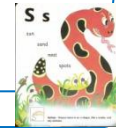


Understanding the World

- I can go on a village walk, describe what I see and draw a map to describe my findings.
- I can look at aerial photos of London and Upton Noble and make comments about what I notice.
- I can use vocabulary to describe London and Upton Noble.
- I can identify some building types in Upton Noble and London.
- I know that the King travels in lots of different vehicles and that some are very old. I can describe them using new vocabulary.
- I can order pictures/artefacts thinking about chronology.
- I can plant a bean and make observations over time.
- I can carry out an investigation to see if all beans grow.
- I can name parts of a flower.
- I can identify some trees from their leaf shape.
- I can carry out an investigation to see what grows in our school field.
- I can talk about the life cycle of a snail.

Phonics

- I can apply my phase 3 knowledge to reading and writing.
- I can read and write CVCC, CCVCC, CCVC, CVCC, CCCVCC words.
- I can read the following tricky words: said, have, like, so, one, come, some, do, there, out, little, were, when, what, one
- I can correctly spell: he, she, we, me, be, was, you, they, all, are, my, her.



'Our Wonderful World'



Acorn Class Summer 2026

Expressive Arts and Design

- I know that white makes colours lighter and black makes colours darker. I can use this knowledge to paint the perfect 'River Thames.'
- I can use a variety of materials, thinking about how to join them to create London Landmarks.
- I can use the work of Matisse to inspire my own snail art picture.
- I can use mixed media and materials to create a summer tree.
- I can create a portrait of the Queen using paint.
- I can sing with confidence using instruments to keep time.

Maths

- I can build numbers beyond ten using a variety of resources.
- I can form my numerals correctly.
- I can count on and back beyond 10 noticing the repeating 1-9 pattern.
- I can select and rotate shapes to fill a given space.
- I can combine and separate shapes to make new shapes.
- I know that double means 'twice as many.'
- I can share fairly to make equal groups and recognise that sometimes there are items left over.
- I can count on to find a total.
- I can subtract, using objects to support.

1 2 3 4 5

Helping at home

- Please read every day for ten minutes to improve fluency and comprehension and write a comment in the Reading Record.
- Please complete weekly 'Observation Stars' for Learning Journeys.

THANK YOU!

Literacy

- I can say a sound for each letter in the alphabet and at least 10 digraphs.
- I can read words consistent with my phonic knowledge by sound-blending.
- I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
- I can write recognisable letters, most of which are correctly formed.
- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.
- I can write simple phrases and sentences that can be read by others.

New vocabulary

Village, city, detached, bungalow, River Thames, skyscraper, Buckingham Palace, Gherkin, Tower of London, London Bridge, Big Ben, seed, root, shoot, stem, germinate, snail, foot, tentacle, shell, spiral, habitat, damp, Matisse, collage

Communication and Language

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- I can ask comments about what I have heard and ask questions to clarify my understanding.
- I can engage in back-and-forth exchanges.
- I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and

Personal Social and Emotional Development

- I can work and play cooperatively and take turns with others.
- I have formed positive attachments to adults and friendships with peers.
- I show sensitivity to my own and to others' needs.
- I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- I can explain the reasons for rules, know right from wrong and behave accordingly.
- I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- I understand my own feelings and those of others and can regulate my behaviour accordingly.
- I can wait for what I want and can control immediate impulses when appropriate.
- I give focused attention responding appropriately.

Physical Development (fine motor)

- I have a tripod grip and a handwriting style which is developing in speed, accuracy and efficiency.
- I can use a range of small tools, including scissors, paint brushes and cutlery with accuracy.
- I show accuracy and care when drawing.

Don't forget to visit the Acorn

Class page:

<https://www.uptonoble.org.uk/>



Physical Development (gross motor)

- I can negotiate space and obstacles safely, with consideration for myself and others.
- I can demonstrate strength, balance and coordination when playing.
- I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- I can dress and undress independently for swimming, including managing my own belongings.
- I am gaining confidence in the water.
- I can move across the pool using a floatation aid and know to kick my legs.