

## Reception Summer Term Learning

This term our learning themes are 'Growth and Change' and 'Big Wide World'

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>-To recall vocabulary learnt linked to previous books and themes and build on these using well-formed sentences and by asking a range of questions.</p> <p>-To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as before and next.</p> <p>-To engage intently in story times and in non-fiction books, joining in with repeated actions and phrases. To retell stories and recall information they have just heard and use comprehension skills to talk about them further.</p>	<p>-To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>-To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>-To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>-To make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>-Continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-Continue to work on correct letter formation.</p> <p><b>P.E</b></p> <p><b>Moving in different ways</b></p> <p>-develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p> <p><b>Health &amp; Fitness and fundamental movement skills</b></p> <p>- becoming aware of the changes to their body when they exercise</p> <p>- develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>

Literacy	Mathematics	Phonics
<p><b>Growth and Change-</b> we will be exploring both fiction and non-fiction books about growth and change including lifecycles.</p> <p><b>Big Wide World-</b> we will be reading books about different countries looking at different environments, cultures and animals.</p> <p>-To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>-To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-To confidently answer questions about what they have read.</p> <p>-To confidently anticipate/predict – where appropriate – key events in stories.</p> <p>-To confidently make basic inferences using picture clues.</p> <p>-To demonstrate understanding of what has been read to them by retelling stories and narratives in detail using their own words and recently introduced vocabulary.</p> <p>-To ask appropriate questions about what they have read with minimal prompts or support.</p> <p>-To use phonic knowledge to read and write words, captions, and sentences.</p> <p>-To use phonic knowledge to read CVC words with known letter sound correspondence.</p>	<p><b>- To 20 and beyond</b></p> <p>Step 1 Build numbers beyond 10 (10–13)</p> <p>Step 2 Continue patterns beyond 10 (10–13)</p> <p>Step 3 Build numbers beyond 10 (14–20)</p> <p>Step 4 Continue patterns beyond 10 (14–20)</p> <p>Step 5 Verbal counting beyond 20</p> <p>Step 6 Verbal counting patterns</p> <p><b>How many now?</b></p> <p>Step 1 Add more</p> <p>Step 2 How many did I add?</p> <p>Step 3 Take away</p> <p>Step 4 How many did I take away?</p> <p><b>Manipulate, compose and decompose.</b></p> <p>Step 1 Select shapes for a purpose</p> <p>Step 2 Rotate shapes</p> <p>Step 3 Manipulate shapes</p> <p>Step 4 Explain shape arrangements</p> <p>Step 5 Compose shapes</p> <p>Step 6 Decompose shapes</p> <p>Step 7 Copy 2-D shape pictures</p> <p>Step 8 Find 2-D shapes within 3-D shapes</p> <p><b>Sharing and Grouping</b></p> <p>Step 1 Explore sharing</p> <p>Step 2 Sharing</p> <p>Step 3 Explore grouping</p> <p>Step 4 Grouping</p> <p>Step 5 Even and odd sharing</p> <p>Step 6 Play with and build doubles</p> <p><b>Visualise, build and map</b></p> <p>Step 1 Identify units of repeating patterns</p> <p>Step 2 Create own pattern rules</p> <p>Step 3 Explore own pattern rules</p>	<p><b>Basics 2 Recap</b></p> <p>Sound groups:</p> <ul style="list-style-type: none"> <li>Set 1: s, a, t, p.</li> <li>Set 2: i, n, m, d.</li> <li>Set 3: g, o, c, k,</li> <li>Set 4: ck, e, u, r,</li> <li>Set 5: h, b, f, l</li> <li>Set 6: ff, ll, ss</li> </ul> <p>Tricky words: I, is, to, no, go, as, has, his, of, into</p> <p><b>Basics 3 Recap</b></p> <p>Sound groups:</p> <ol style="list-style-type: none"> <li>j, v ,w x</li> <li>y, z, qu, zz</li> <li>ch, th, sh, ng</li> <li>ai, ee, igh, oa</li> <li>oo, oo, ar, or</li> <li>ur, ow, oi, er</li> <li>ure, ear, air</li> </ol> <p>Tricky words: her, was, he, she, me, we, be, they, my , by, are, all, some, come, do, so, little, out</p> <p>Basics 2 will continue to be recapped with those children who require it.</p>

	<p>Step 4 Replicate and build scenes and constructions</p> <p>Step 5 Visualise from different positions</p> <p>Step 6 Describe positions</p> <p>Step 7 Give instructions to build</p> <p>Step 8 Explore mapping</p> <p>Step 9 Represent maps with models</p> <p>Step 10 Create own maps from familiar places</p> <p>Step 11 Create own maps and plans from story situations</p> <p><b>Make connections</b></p> <p>Step 1 Deepen understanding</p> <p>Step 2 Patterns and relationships</p>	
Understanding the World	Expressive Arts and Design	Computing
<p>-To know and talk about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>-To talk about religious festivals and celebrations and to identify some similarities and differences.</p> <p>-To notice, talk about and describe similarities and differences between different environments/places in the world (eg how the weather, plants and animals of one place are different to another) using simple geographical terms.</p> <p>-To identify different places on a globe/map.</p> <p>-To begin to understand and explain the life cycle process.</p>	<p>-To explore, use and refine a variety of artistic effects.</p> <p>-To use previously taught skills, tools and techniques to represent learning and ideas.</p> <p>-To create collaboratively, sharing ideas, resources and skills.</p> <p>-To explore a variety of materials using them for different purposes.</p> <p>-To share and talk about creations beginning to explain the process.</p> <p>-To begin to develop narratives and stories in role play.</p> <p><b>Music</b></p> <p>-To know that an orchestra is a big group of people playing a variety of instruments together.</p>	<p>-To use the arrow keys on the keyboard to move around the screen.</p> <p>-To take photos using a digital device independently.</p> <p>-To navigate Mini-Mash to locate an intended activity/resource.</p> <p>-To use a mouse to control cursor</p> <p>-To draw and type name using a simple programme.</p>

<ul style="list-style-type: none"> <li>-To make observations, and draw pictures of, animals and plants and explain why some things occur and talk about changes.</li> <li>-To look closely at similarities and differences, patterns and change in nature.</li> <li>-To understand the need to respect and care for the natural environment and all living things. To know some ways to do this.</li> <li>-To talk about features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>-To know that music often has more than one instrument being played at a time.</li> <li>-To understand that performing means playing a finished piece of music for an audience.</li> <li>-To know that there are special songs we can sing to celebrate events</li> <li>-To understand that my voice or an instrument can match an action in a song</li> <li>-To know that moving to music can be part of a celebration.</li> <li>-To recognise that different sounds can be long or short.</li> <li>-To recognise music that is 'fast' or 'slow'.</li> </ul>	
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