

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>P.E</p> <p>Moving in different ways</p> <p>-develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p> <p>Health & Fitness and fundamental movement skills</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

Growth and Change- we will be exploring both fiction and non-fiction books about growth and change including lifecycles.

Big Wide World- we will be reading books about different countries looking at different environments, cultures and animals.

-To use and understand recently introduced vocabulary more confidently during discussions about stories, non-fiction, rhymes and poems and during role-play.

-To confidently re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

-To confidently answer questions about what they have read.

-To confidently anticipate/predict – where appropriate – key events in stories.

-To confidently make basic inferences using picture clues.

-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.

-To ask appropriate questions about what they have read with minimal prompts or support.

-To use phonic knowledge to read and write words, captions, and sentences.

-To use phonic knowledge to read CVC words with known letter sound correspondence.

- To 20 and beyond

Step 1 Build numbers beyond 10 (10–13)

Step 2 Continue patterns beyond 10 (10–13)

Step 3 Build numbers beyond 10 (14–20)

Step 4 Continue patterns beyond 10 (14–20)

Step 5 Verbal counting beyond 20

Step 6 Verbal counting patterns

How many now?

Step 1 Add more

Step 2 How many did I add?

Step 3 Take away

Step 4 How many did I take away?

Manipulate, compose and decompose.

Step 1 Select shapes for a purpose

Step 2 Rotate shapes

Step 3 Manipulate shapes

Step 4 Explain shape arrangements

Step 5 Compose shapes

Step 6 Decompose shapes

Step 7 Copy 2-D shape pictures

Step 8 Find 2-D shapes within 3-D shapes

Sharing and Grouping

Step 1 Explore sharing

Step 2 Sharing

Step 3 Explore grouping

Step 4 Grouping

Step 5 Even and odd sharing

Step 6 Play with and build doubles

Visualise, build and map

Step 1 Identify units of repeating patterns

Step 2 Create own pattern rules

Step 3 Explore own pattern rules

Basics 2 Recap

Sound groups:

- Set 1: s, a, t, p.
- Set 2: i, n, m, d.
- Set 3: g, o, c, k,
- Set 4: ck, e, u, r,
- Set 5: h, b, f, l
- Set 6: ff, ll, ss

Tricky words: l, is, to, no, go, as, has, his, of, into

Basics 3 Recap

Sound groups:

1. j, v, w, x
2. y, z, qu, zz
3. ch, th, sh, ng
4. ai, ee, igh, oa
5. oo, oo, ar, or
6. ur, ow, oi, er
7. ure, ear, air

Tricky words: her, was, he, she, me, we, be, they, my, by, are, all, some, come, do, so, little, out

Basics 2 will continue to be recapped with those children who require it.

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