

Reception Summer Term A

Communication and Language

Listen to and talk about stories to build familiarities and understanding. Use vocabulary and forms of speech that are increasingly influenced by books. Retell stories verbally and develop a deeper understanding of the text. Retell the story Rosie's Walk, Through My Window and Handa's Surprise.

Learning new vocabulary. Children listen to stories, poems and rhymes and use new vocabulary daily. Draw out vocabulary in the text and encourage children to use it when speaking and writing.

Uses new vocabulary through the day. Use new vocabulary through the week. Refer to the vocabulary wall when teaching and review vocabulary in different contexts during child initiated and adult led activities.

Make a comment about what they have heard and ask questions to clarify their understanding. Share non-fiction books and stories about people who look after our environment about what they do. Encourage the children to make comments and ask questions about people in their local community. Invite police officers, fire fighters and other people who help us to interview and find out more.

Offer explanations to why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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 from the teacher. Model speaking in clear sentences and extend what the children have said using conjunctions particularly during child-initiated activities.

Literacy

Demonstrate their understanding of what they have been read to them by retelling stories and narratives using their recently introduced vocabulary. Role play and act out stories we have read and answer questions. Ask questions during reading practice sessions to develop their understanding and vocabulary. Anticipate-where appropriate-key events in stories. Ask questions about familiar stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and during role play. Model and encourage the children to use new vocabulary in different contexts. Use questioning to draw out knowledge, vocabulary and understanding.

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Taught through daily phonics and taught during reading practice sessions.

Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Children to read sentences that are consistent with their phonics knowledge in the environment, during phonics and reading practice lessons.

Write recognisable letters, most of which are formed correctly. Children given gentle reminders to form letters correctly.

Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Encourage children to segment words listening carefully to the phonemes whilst writing. Children to use the grapheme mat, grapheme charts and visual aids to support their learning of digraphs and trigraphs.

Write simple phrases and sentences that can be read by others. Children to retell stories, write letters and non-fiction texts. Children given the opportunity to write for different purposes on a daily basis.

Personal, Social and Emotional Development

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Talk about feeling sad, happy, angry, excited, and embarrassed and what makes them feel his way. How can they control their emotions and resolve problems and difficulties. Promote during child-initiated activities and during circle time (discuss as a whole class).

Explain the reasons for rules, knowing right from wrong and try to behave accordingly. Continue to discuss what we should and should not do in school and the behaviour expectations. Role-play different scenarios and children to recognise the differences between right and wrong. Children to understand the rules of law and how rules help keep us safe. Give children strategies to learn to cope with unwanted behaviour/feelings, e.g. breathing technique, space to calm down.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Children to have the opportunities to try new activities and taught how to keep trying even if they are finding something challenging. **Work and play cooperatively and take turns with others.** Continue to support children in taking turns and playing games which involves working together to achieve. **E-safety.** Children to identify their personal information and how to keep this information safe.

The world around us

Understanding the World

Understand that some places are special to members of their own community. Name and explain the purpose of places of worship and places of local importance. Talk about the similarities and differences between worship places and the importance for their community.

Describe their immediate environment using knowledge from observation, stories, discussions, non-fiction texts and maps. Look at maps of the local area. Go on a walk in the local area and talk about what they see. Say what they like and don't like and why. Draw simple maps of their immediate environment or maps from imaginary story setting (Roise's walk).

Recognise some similarities and differences between life in this country and life in other countries. Compare Aston with the Arctic, Savannah, beach, jungle and the environments from stories- Kenya (from book Handa's surprise). Discuss if children have ever been to any other countries or on holiday abroad. Explain that some similarities and differences between life in the country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate-maps.

Recognise some environments that are different from one the one in which they live. Look at local and regional environments compare cities to countryside and national regions.

Name and describe people who are familiar to them. Discuss the role of refuse collectors, gardeners, police, fire fighters and why they are important.

Phonics

Little Wandle Letters and Sounds Revised

Phase 4. Read and write words with short vowels CVCC, CCVC, CCVC, CCCVC, CCCVCC. Read longer words and compound words. Read root words ending in: -ing, -ed (t), -ed (id/ed), -est.

Phase 3 long vowel sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, Phase 2 digraphs ck, sh, th, ch, ng, nk.

Read tricky words (said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today).

Physical Development

Holding pencils correctly, in preparation for fluent writing-using the tripod grip in all most all cases. Practise handwriting daily. Children to build their writing fluency by writing short narratives and more extend pieces of writing.

Use a range of small tools, including scissors, paintbrushes and cutlery. Children given the opportunities to develop and refine their fine motor skills using a range of resources.

Begin to show accuracy and care when drawing. Children to draw maps, people and create their own representation of objects. Children taught how to draw and shade during lessons.

Continue to move energetically, such as running jumping, hopping, skipping and climbing. Move around in different ways during P.E. and in the outdoor environment. Move across mats, benches and climbing equipment in different ways.

Negotiate space and obstacles safely, with considerations for themselves and others. Practise running safely in different directions changing speed and pace, use warm-ups during P.E. lessons. Practise climbing on a variety of equipment in different ways going over, under and through and become more confident.

Demonstrate strength, balance and coordination when playing. Children to refine basic movement skills and use these to play team games with each other.

Mathematics

Verbally count beyond 20, recognising patterns in the counting system. Children to explore patterns and say what comes before and after each number, using their prior knowledge of counting to 10 and odd and even numbers.

Explore and represent patterns within the numbers to 10, including odds and evens, double facts and how quantities can be disturbed equally. Children to explore patterns in the counting system. Learn to count in 2s, recall double facts and sharing equally between groups.

Have a deeper understanding of numbers to 10, including the composition of each number. Children to learn number bonds for each numbers and explore how to compose different numbers. Learn number bonds rhymes to support learning. Look for number patterns in the environment and play games to support understanding of number bonds.

Subitise (recognise small amounts without counting) up to 5. Play dice games, use picture cues and children to explore different arrangements to recognise the numbers. **Use and understand positional language.** Follow and say instructions using positional language. Direct others on a walk around school using positional language.

Expressive Arts and Design

Sing a range of well-known nursery rhymes and songs. Children taught well known nursery rhymes and songs related to what they are learning.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children learn how to use different materials and tools to create representations of people and objects. Create hats for Handa, binoculars for Through my window and boats.

Perform songs, rhymes, poems and stories with others, and-when appropriate try and move in time to music. Make up own rhythms and dances from cultures around the world. Focus on African dances and folk dance and traditional dances from a wide range of cultures.

Make use of props and materials when role playing characters in narratives and stories. Encourage children to create animals from the stories Handa's Surprise and Rosie's Walk. Children to use their imagination to make their own creations and narratives in response to the stories.