

Reception Summer term B

Communication and Language

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Listen to a range of stories and prompted to ask relevant questions by providing examples of good questioning. Ask questions about what they would like to find out about sea creatures.

Continue to demonstrate understanding by retelling stories using their own words and newly introduced vocabulary. Retell the Rainbow Fish, The Boy on the Beach, Mr Gumpy's Outing. Use new vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

Make comments about what they have heard and ask questions to clarify understanding. Talk about own ideas, explain thinking of what might happen, how do they know, using new vocabulary.

Offer explanations to why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children to find out information about sea creatures. Talk about the life cycles of sea creatures and recite poems.

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 how to speak in full and clear sentences. Children to answer why and how questions to extend their sentences and model how to use connectives.

Hold a conversation with teachers and their peers. Children to engage in conversation daily with adults and their peers. Model how to listen carefully and respond appropriately.

Literacy

Participate in small group/class/one-to-one discussions. Talk about own ideas, explain their thinking of what might happen, how do they know, using new vocabulary.

Continue to demonstrate understanding by retelling stories using their own words and newly introduced vocabulary. Retell the stories The Rainbow Fish, The Boy on the Beach and Mr Gumpy's Outing. Children to use rich vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

Continue to use phase 2 and 3 graphemes in their writing. Experiment with different types of writing stories, lists, letters, invitations, cards, instructions.

Continue to say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge. Children taught through daily phonics and taught during reading practice sessions.

Continue to write simple sentences consistent with their phonic knowledge using a capital letter, finger spaces and a full stop, that can be read by others. Children to write independently and express their own feelings, thoughts and ideas. Children encouraged to write more freely.

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 grapheme mats, grapheme charts and visual aids to support their learning of digraphs and trigraphs.

Continue to read sentences consistent with their phonic knowledge, including common exception words. Children learn these common exception words. Revisit rhymes by creating a summer poem.

Personal, Social and Emotional Development

Children to continue to follow group games with rules, taking turns and playing cooperatively. Learn how to play hockey and football and play these games as a group independently. Make up and play simple board games as a group.

Understand that someone else's view can be different from theirs, showing sensitivity to their own needs and others. Talk about why the Fish behaved differently in the Story of the Rainbow fish. Talk about why the boy got lost in the story-The Boy on the Beach.

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Talk about how the characters in the stories and how they showed their feelings. Talk about the why they are feeling this way and how they controlled their behaviour.

Manage their own basic hygiene and personal needs, including dressing and going to the toilet and understanding of healthy food choices. Reminders about regular hand washing, making sensible decisions regarding healthy choices. Healthy plate, what do we need to eat lots of/less of? Morning/bedtime routines. Know and talk about the different factors that support their overall health and well-being: being a safe pedestrians. Learn about how to keep safe at the beach, near water and by roads. Talk about why we need to be careful in different environments and model how to travel safely in their own environment- make safety posters.

Confident to try new activities and show independence, resilience and perseverance when faced with challenges. Give children different problem solving activities, e.g. a bucket of water and sea creatures has a hole, how do we stop the water from dripping until we find safety for the sea creatures?

E-safety. Children to identify which apps and websites are safe to use in and beyond the home when using technology. They can identify when talking to strangers online and through different apps when using technology. They know who their trusted adult is to keep them safe when using the internet/technology. To describe ways people can be kind and unkind online.

Under the Sea

Understanding the World

Continue to talk about similarities and differences between different cultures and religions. Talk about how children in our class celebrate Eid. Discuss how and why Eid is celebrated. How is it the same or different to our own celebrations?

Explain some similarities and differences between life in this country and life in other countries. Use children's own experiences of visiting different countries. Use non-fiction books to compare environments.

Explore the natural world around them, making observations and drawing pictures of animals and plants. Visit the local park and school grounds (observational drawings). Children to use videos and non-fiction books. Children to learn how the animals and plants have changed from spring. Observe and discuss the changes that happen in summer. Observe sea creatures. Learn about the life cycle of different sea creatures. Talk about what happens at each stage.

Understand the past through settings, characters and events encountered. Read books, storytelling, pictures and objects.

Continue to understand and talk about similarities and differences in relation to the world around them and contrasting environments. Use non-fiction books, videos and experiences of contrasting environments. How are they different or the same?

Understand important processes and changes in the natural world around them. Seasonal change, changes of states of matter. Describing what they can see/feel/hear around them when outside in the summer.

Phonics

Little Wandle Letters and Sounds Revised

Phase 4. Teach long vowel sounds *CVCC, CCVC, CCCVC, CCV, and CCVC*. Teach phase 4 words ending in *-s/s/ /z/ and es*.
Teach root word ending in: *ing, ed /t/, ed /id/ /ed/, ed /d/, er, est*.
To review taught tricky words and secure spelling.

Physical Development

Continue to move energetically in a variety of ways. Running, jumping, skipping, hopping, climbing and dancing. Talk about why we need to be careful in different environments - we do not run/play near water.

Develop strength, balance, good control and co-ordination when playing. Create an under the sea dance. Develop skills using a variety of resources balls, beanbags, bats, hockey sticks, quoits, javelins etc.

Negotiate space and obstacles safely with consideration for themselves and others. Use a range of P.E equipment and obstacles for children to manoeuvre around.

Holding pencils correctly, in preparation for fluent writing-using the tripod grip in all most all cases. Continue with daily handwriting practise and give gentle reminders when forming any letters incorrectly.

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

Continue to show accuracy and care when drawing. Hold pencil effectively, tripod grip, to draw pictures of sea creatures.

Mathematics

Compare the capacity using mathematical vocabulary to describe them. Compare items from around school. Measure items using non-standard measures. Use vocabulary full, empty and half-full to describe the capacity of containers. Measure capacity using non-standard measures and order containers by capacity.

Compare quantities up to 10. Recognise when one quantity is greater/less than or the same as the other quantity. Make comparisons between different amounts using the correct vocabulary such as 'greater than', 'less than' or 'the same as'.

Explore and represent patterns within numbers up to 10, including odd and evens, double facts and how quantities can be distributed equally. Learning to solve simple problems involving doubling, halving and sharing using practical objects.

Have a deeper understanding of the number to 10, including the composition of each number. Solving simple word and practical problems using addition and relate to some subtraction facts. Use a variety of resources to add and subtract single digit numbers. Use pictorial representations to record our calculations. **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including doubling facts).** Children to recall number bonds facts mentally and use their knowledge to solve a range of problems.

Expressive Arts and Design

Continue to perform songs, rhymes, poems and stories with others, moving in line with the music when appropriate. Learn songs about under the sea, at the beach and summer, create own under the sea songs.

Make music and dance Create an under the sea dance, use under the sea objects to create music, e.g. banging buckets and spades, tapping shells.

Continue to use a variety of media and materials in different ways. Create under the sea scene, a beach scene and sea creatures, cellophane for seaweed, sand.

Continue with mixing colours and ways of changing colours. Mix colours correctly to create observational paintings of sea creatures. Add white to make lighter colours and black to make darker colours.

Refine ideas and build on previous learning. Observe the changes in summer. Describe the texture/look/smell of different summer items. Describe the texture of different sea creatures. Create sea creatures using clay, fabric, cellophane, mixing colours. Talk about how to adapt and change their ideas.

Invent, adapt and recount narratives and stories with peers. Under the sea role play. Children to invent and retell their own stories, making use of the props.