

Reception Summer term B

CLL

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, The Little Mermaid and Mr. Gumpy's Outing. Use new vocabulary learnt 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 newly learnt vocabulary.

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

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 talk and language development.

Hold a conversation with teachers and their peers. During child initiated learning children are encourage to engage in conversation.

Literacy

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

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Continue to use phase 2 and 3 phonemes into their writing. Experiment with different types of writing lists, letters, post cards, labels, 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 by sound-blending. Explicitly taught through daily phonics and taught during guided reading 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 more independently and express their own feelings, thoughts and ideas. Children to be encouraged to write more freely. Write recognisable letters, most of which are formed correctly. Children will be 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 phonics cards 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 ex
Continues a rhyming string. Revisit rhymes by creating a summer poems and poem about sea creatures such as sharks using, alliteration and similes.

PSED

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 what bullying is and this unacceptable behaviour. Talk about the actions of the fish in the story- The Rainbow Fish. Discuss what bullying is and what we should do about it.

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?

Under the Sea

UW

Continue to talk about similarities and differences between different cultures and religions. Talk about how children in our class celebrate Eid. Discuss why/why not we celebrate Eid.

Explain some similarities and differences between life in this country and life in other countries. Use children's/own experiences, stories, non-fiction texts and maps.

Explore the natural world around them, making observations and drawing pictures of animals and plants. Park walks, observational drawings, videos, non-fiction books. (nursery - chicks). Summer time - how the animals/plants have changed/grown from spring time. 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. Observational drawings, observe and discuss the changes that happen in summer. Talk about why these changes occur. Summer books/pictures/videos. Children's/staff experiences.

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

Phase 3. Learn and practise phase 3 letter sounds. Practise blending and segmenting words with phase 3 letter sounds. Read common exception words. Practise reading and writing captions and sentences.

Phase 4. Learning adjacent constants. Practise blending and segmenting words with adjacent constants. Practise reading and writing captions and sentences with one or more words with containing adjacent constants.

HA-Phase 5. Learn and practise phase 5 graphemes. Practise blending and segmenting words with phase 5 letter sounds. Read common exception words. Practise reading and writing captions and sentences.

PD

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 don't 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, bean bags, bats, hockey sticks, quoits, javelins etc.

Negotiate space and obstacles safely with consideration for themselves and others. 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.

MD

Order 2 or 3 items by 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.

Learning to solve simple problems involving doubling, halving and sharing using practical objects. Halving real foods, playdough and paper (shapes - square, circle, triangle, and rectangle). Halve different amounts using practical objects (number). Double using a range of practical resources. Solve practical problems sharing real fruit, toys and practical objects.

Solving simple word and practical problems using addition and subtraction. Use a variety of resources to add and subtract single digit numbers. Use pictorial representations to record our calculations. Count on to add from different numbers mentally and with fingers, Count back to subtract from different numbers mentally and with fingers. Use number lines to count on and back.

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).

Tell to time to the nearest hour and half an hour. Measure time in simple ways. Talk to the children about what time is lunchtime, home time etc. Children to use clocks to read the time using analogue clocks.

EAD

Continue to perform songs, rhymes, poems and stories with others, moving in line with the music when appropriate. Songs about under the sea, at the beach and summer, create own under the sea song, 'we're all going on a summer holiday.'

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.

Invent, adapt and recount narratives and stories with peers. Under the sea role play.