

## Personal, Social and Emotional Development (Prime Area)

Being safe in the sun  
Calming Techniques  
Having different opinions  
Being unique  
Importance of sleep  
Road safety  
Problem Solving  
Resolving Conflicts  
Getting ready for year one

## Communication and Language (Prime Area)

Opportunities for increased attention, and concentration in all areas.  
Encouraging listening and responding with relevant comments, questions or actions (class discussions, news time, PSE)  
Using language to imagine and recreate roles and experiences in play situations. (Encouraging role-plays to be acted to class and help to develop verbal narrative).  
Whole class discussions  
Linking events in stories to their own experiences  
Asking why questions

## Physical (Prime Area)

Athletics - Running, throwing and jumping.

Multi skills - balancing, agility, throwing a ball

Fine motor - Pattern making, capital letter formation A-M, using small tools, doing up buttons, sewing, capital letter formation N-Z, doing up laces

## Mathematics (Specific Area)

### Mastering number (NCETM)

Counting larger sets  
Exploring representations using 10 frames  
Compare quantities and numbers  
One more and one less  
Conceptual subitising  
Using rekenreks

Mass and Capacity  
Time

## Reception - Term 3 (Summer) 2023

Looking at different countries, caring for the environment we live in, being caring and kind citizens. Exploring our artistic side, developing our knowledge of our country and the rest of the world. Continuing to uphold our schools values, developing our reading, writing and mathematical skills through NCETM and Little Wandle. We improve our fine and gross motor skills through physical activities. Easter, Pentecost and people who help and care for us is our religious education focus.

## Literacy (Specific Area)

Phonics- Continue to practice phase 3 sounds and begin phase 4 words. Children start to blend longer words and increase their repertoire of tricky words.

Reading - Continuing the development of early reading through Little Wandle phonics books and developing reading for pleasure through sharing a wide variety of texts in class and choosing books to take home to share.

Comprehension - Discussing a wide range of books. Asking questions to develop understanding. Discussing books with adults and other children. Discussing favourite books.

Writing - Children do weekly spellings and handwriting to improve letter formation. They continue to write weekly, beginning to write more complex pieces such as letters, poems, rhymes, instructions, predictions and descriptions.

## Religious Education

Continue to learn prayers: focus on Our Father  
Learn about the events of Easter (continued), Pentecost, people who help us and people who care for us.  
Build a deeper understanding of prayer, exploring why Catholics pray.  
Children write their own prayers as well as pray independently.

## Expressive art and Design (Specific Area)

Continue to explore a range of craft and art techniques.  
Tab joining  
Mono printing  
Matching pitches  
Performing dance  
Mixing shades  
Split pin joins  
Sewing to join

## Understanding the world (Specific Area)

Continue to learn about countries around the world, including through reading a wide range of high quality texts. Comparing our country to others.

Learning about the life cycle of a plant and how to care for a plant. Learning about the seaside and changing states of matter. Comparing the four seasons.

Looking at the past, discussing how things have changed including seaside holidays. Investigating key figures in British history such as St George and Mary Anning.

Programming a beebot.

## Values

Children are given many opportunities to air their own views and ideas and are supported by all staff in valuing the views of others.  
Staff and children collaborate and agree the codes which we all follow: behaviour, tolerance, sharing, kindness, acceptance, and children are again supported by staff in putting these into practise through role play and set objectives. (links with PSE and UW and implicitly embedded in EYFS)