

Summer catch up - Reception

Subject	Key Skills	Move to another year group?
<p style="text-align: center;"><u>Literacy/Phonics</u> <u>Summer 1</u></p> <p>Phonics- Consolidating phase 3. Continue recognising tricky words from phase 2-5</p> <p>Handwriting practice sent weekly via a video on seesaw to show parents the correct letter formation</p> <p>Week1- Use the text 'Whatever Next!' by Jill Murphy To plan using the text to cover work from Spring 1 which wasn't covered</p> <ul style="list-style-type: none"> - Labelling a picture - Writing descriptions/Simple sentences - Writing a story – challenge for HA - Writing a list - Role Play linked to the story <p>Week 2- Use the Text 'The Tiny Seed' to link in with home learning</p> <ul style="list-style-type: none"> - To label a picture - To write a simple sentence using phase 3 phonemes - To sequence the life cycle of a flower- - To record the life cycle of a flower in a diary. <p>Week 3- Jasper's Beanstalk (Change Text)</p> <ul style="list-style-type: none"> - To link in with the above work - Sequencing the story - Jasper's Beanstalk Diary - Days of the week - Link in with maths- Time, My day, Measure 	<p>Recognition of phase 3 and 4 Tricky words-</p> <p>Letter formation</p> <p>Writing a sentence with Capital letter, finger spaces, full stop.</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Some words are spelt correctly and others are phonetically plausible</p> <p>To include phase3 phonics in their phonetic spellings</p> <p>To read and phonetically spell phase 4 decodable words</p>	<p>Potential Spellings:</p> <p>Year 1 common Exception Words (Children usually come into Year1, with being able to spell at least 15 words)</p> <p>Readers to be identified for 1:1 reads in Summer 2.</p> <p><u>Moved from Summer term:</u></p> <p>To orally recite and retell a familiar narrative</p> <p>To rewrite a familiar narrative</p>

Week 4- Life Cycle of Butterfly (The very Hungry Caterpillar)

- Continue with days of the week
- Listen to the story
- Sequencing of the story
- Orally re-tell the story
- Writing a story (HA- Beginning/Middle/End)
- Chatterpix- technology
- Favourite foods
- Information Text

Week 5- Life Cycle of a chick

- Information Text
- Sequencing
- Writing about each stage
- Write a letter to the school chickens
- Read Hattie Peck via video (link work to text??)

Week 8- PSHE

- Keeping Healthy
- Text- Oliver's Vegetables

Week 9- Looking after the Environment

- Text- 'Tidy' by Emily Gravett
- Percy the park keeper
- <http://www.lovelybooks.co.uk/tidy>
- Writing a description
- Rhyming
- Animal habitats- what animals can they see on a local walk?
- Designing a poster to look after your local area

Week 10- Classroom Secrets.

Animals. Farm animals (instead of farm visit)

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Week 11- Why we can't hug?- A text about social distancing

<p>Week12- Goldilocks and the three bears</p> <p>Week13-</p> <p>Week 14-</p> <p><i>Move Jack and the Beanstalk to Summer 2. Focus on Fairy tales in Summer 2.</i></p>		
<p style="text-align: center;"><u>Maths</u></p> <p>Summer 1: (Numbers 1-20 is ongoing)</p> <p>Wk1, 1 less than/1 more than focus</p> <p>Wk2, Shape: Recap 2d names and properties Recap 3dnames and properties Patterns</p> <p>Wk3, Measure Days of the week Height</p> <p>Wk4, Measure Days of the week Length Counting in 2's- adding legs on to a playdough caterpillar Symmetry- making a butterfly</p> <p>Wk5, Time My Day O'clock</p> <p>Wk 6 (Holidays)</p> <p>Wk9 Doubling</p> <p>Wk10 Sharing</p> <p>Wk11 Classroom secrets</p>	<p>New Learning focus- (Summer 2)</p> <p>Double/Halving/Sharing</p> <p>Problem Solving</p>	<p>Counting in 2's, 5's,10's</p> <p>(Touched upon counting in 2's in Summer 1)</p> <p>Numbers 1-30</p>

<p>Wk 12 Halving/odds and evens</p> <p>Wk 11 Weight Heavy/light Floating/sinking</p> <p>Wk 12 Capacity</p> <p>Wk 13 Numbers 1-30</p>		
<p><u>Understanding of The World</u></p> <p>This will continue as normal- outside learning/Forest school</p>	<p>To develop children's understanding and ability to explain their understanding through appropriate questioning</p>	