

**Reception  
Summer 2**  
**Are we  
nearly  
there yet?**

**Worship  
theme  
and  
Value**  
Reverence  
/Repect

## Communication and Language

**What: ELG:**

### **Listening, Attention and Understanding**

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for 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 and support from their teacher.

**How: Continue**

- to read a variety of books daily.
- have a book where we focus on the language used.
- identify and focus on new vocabulary
- encourage use of new language by the example set by adults
- identify story structures, main characters, develop character descriptions
- visitors to the class introducing new countries and language

## Personal, Social and Emotional Development

**What: ELG:**

### **Self Regulation:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### **Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

### **Building Relationships**

- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs.

**How: Continue**

- to encourage children to persevere when they can't do something first time (problem solving)
- to talk about own and others behaviour linking to sharing of toys/ideas.
- to praise good behaviour and celebrate successes
- to use 'restorative justice' discussions and agreements when conflicts occur
- with the help of the buddies to encourage positive play during unstructured play

## Physical Development

**What:**

**ELG:**

### **Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

**How: Continue:**

- to have different tools for the children to use within the creative and malleable areas
- daily handwriting sessions
- to provide opportunities for physical activity throughout the day
- to concentrate on the 5 key skills during PE lessons
- to provide opportunities to use different writing implements and materials in different areas of the classroom

## R.E.

We will explore topic of prayer and the children will start on their journey towards understand what prayer is and the different ways people of faith talk to God. Later we will learn about special/holy times and the ways these are celebrated. The children will be re visit the story of Pentecost and God as the Holy Spirit.

## Key Vocabulary

Kind words, kind hands, kind feet.  
travel  
adventure  
explore  
route  
trip  
voyage  
beach  
sea side  
countryside  
mountains  
lakes  
landmarks  
city  
town  
transport  
vehicle  
train  
ship  
ferry

## Wider Curriculum

Intra sports  
Educational trip  
Jubilee art exhibition  
Sports Day  
Visitors to class

Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>ELG:</b> <b>Literacy</b> <b>Comprehension</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<b>ELG:</b> <b>Number</b> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <b>Numerical Patterns</b> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<b>ELG:</b> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<b>ELG:</b> <b>Creating with Materials</b> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<b>Continue:</b> <ul style="list-style-type: none"> <li>• to follow Jolly Phonics scheme</li> <li>• to have daily handwriting lessons</li> <li>• to help to develop the children's independent writing by daily shared or modelled writing during formal literacy lessons</li> <li>• to provide daily challenges and encouraging all children to complete</li> </ul>	<b>Continue:</b> <ul style="list-style-type: none"> <li>• to follow White Rose Maths scheme of work:</li> <li>• doubling</li> <li>• sharing</li> <li>• grouping</li> <li>• even and odd numbers</li> <li>• problem solving</li> <li>• making maps</li> <li>• continue patterns</li> </ul>	<b>Continue:</b> <ul style="list-style-type: none"> <li>• to explore different aspects of the garden/outdoors</li> <li>• draw pictures of animals and plants</li> <li>• learn about different countries in the world and how they are different and similar to ours</li> <li>• listen to visitors talking about their lives in a different country</li> <li>• draw maps of the immediate area</li> </ul>	<b>Continue:</b> <ul style="list-style-type: none"> <li>• to provide different materials in the creative area to use their imagination to make things</li> <li>• set challenge to make and test boat designs</li> <li>• set challenge to make a vehicle that moves on wheels</li> <li>• to provide opportunities to explore making and listening to music</li> <li>• to provide opportunities to move to music</li> <li>• to learn new songs and perform them for others</li> <li>• to provide role play opportunities within the classroom and during literacy lessons</li> </ul>