

EYFS Half Term Learning Programme Reception Summer 1 “Let’s grow”

	Prime Areas			Specific Areas			
	Communication and language	PSED	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Intent Curriculum	<p>Chn in Rec: Communication and Language</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. <p>ELG: Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. <p>ELG:</p> <p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Develop the foundations of a handwriting style which is fast, accurate and efficient • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Develop overall body-strength, balance, co-ordination and agility. <p>ELG:</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. <p>ELG:</p> <p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. <p>ELG: Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • 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. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. <p>ELG:</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. <p>ELG:</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when

	<p>Speaking</p> <ul style="list-style-type: none"> • 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. 	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs 	<p>writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing 	<p>their phonic knowledge, including some common exception words.</p> <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>appropriate) try to move in time with music.</p>
Implementation Pedagogy	<p>Continue</p> <ul style="list-style-type: none"> • 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. <p><u>Resources:</u></p>	<p>Continue</p> <ul style="list-style-type: none"> • 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 older buddies to 	<p>Continue:</p> <ul style="list-style-type: none"> • 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 	<p>Continue:</p> <ul style="list-style-type: none"> • to follow Jolly Phonics scheme • to have daily handwriting lessons • to help to develop the children's independent writing by daily shared or modelled writing during formal literacy lessons • to provide daily writing challenges and encouraging all chn to complete them 	<p>Continue:</p> <ul style="list-style-type: none"> • to follow White Rose Maths scheme of work: Representing numerals beyond 10 Comparing numbers beyond 10 Composition of to 10 Simple addition and subtraction Number bonds to 10 Pairs Names and properties of 2D shapes Name and properties of 3D shapes Time – days of the week 	<p>Continue:</p> <ul style="list-style-type: none"> • to explore different aspects of the garden/outdoors • plant seeds • learn how to look after plants • care for plants in the garden • design and then build a container garden <p><u>Resources:</u></p> <p>Story and non-fiction books about plants and animals.</p>	<p>Continue:</p> <ul style="list-style-type: none"> • to provide different materials in the creative area to use their imagination to make things • to set challenges to make 3d models • to provide opportunities to explore making and listening to music • to provide opportunities to move to music • to learn new songs and perform them for others • to provide role play opportunities within the

	<p>Variety of nature/garden related story books</p> <p>Non-fiction books on growth – plants and animals</p> <p>Vocabulary box</p> <p>Props for the reading and small world area to encourage discussion and role play</p>	<p>encourage positive play during unstructured play.</p> <p><u>Resources:</u> Areas within the classroom/outdoor that provide opportunities to play together</p>	<p>implements and materials in different areas of the classroom</p> <p><u>Resources:</u> Balloon balls Hopscotch outside Target outside Balance beams Teach playground games</p>	<p><u>Resources:</u> Clipboards and easy to read challenges within the areas of the classroom</p>			<p>classroom and during literacy lessons</p>
Impact Assessment	<p>Observation during child led activities.</p> <p>Can children:</p> <ul style="list-style-type: none"> engage in a short conversation with an adult or peer and continue it for many turns speak clearly, articulating most sounds correctly follow a simple instruction with two parts listen to others in a range of situations, including 1:1, in a group or whole class ask simple questions show understanding of stories use new vocabulary concentrate for longer periods of time 	<p>Observation during child led activities.</p> <p>Can chn:</p> <ul style="list-style-type: none"> say if they are tired, hungry, happy, sad, upset, thirsty, need the toilet, etc. manage toileting independently confidently talk to familiar adults, friends in the classroom understand and follow simple rules within the classroom and outdoor provision concentrate and complete a task set by themselves or by adult get along with their peers if disagreements arise, negotiate with their peers without resorting to inappropriate behaviour appreciate the feelings of others 	<p>Observation during child led activities and formative assessment during group activities.</p> <p>Assessment during PE lessons</p> <p>Can chn:</p> <ul style="list-style-type: none"> use knife and fork at lunch time? cut straight line using scissors? Run, jump, hop confidently Ride a trike, scooter, or other wheeled vehicle Throw and kick a large ball Choose a hand to draw and write with Hold a pencil using a comfortable grip and good control 	<p>Observation during child led activities and formative assessment during group activities.</p> <p>Can chn:</p> <ul style="list-style-type: none"> show a dominant hand for writing write their name with letters in the correct order and all formed correctly write most letters some of which are correctly formed spell simple words accurately begin to write phrases begin to write sentences using finger spaces, capital letters and full stops blend to read words, phrases and sentences show understanding of what they have read make predictions 	<p>Observation during child led activities and formative assessment during group activities.</p> <p>Can chn:</p> <ul style="list-style-type: none"> confidently rote count beyond 20 understand 1:1 number correspondence counting to 10 / to 20 subitise up to 5 objects understand the cardinal principle (the last number said is the amount)? recognise numerals to 20 automatically know number bonds to 5 begin to know number bonds to 10 compare quantities using the language more, or fewer. understand composition of numbers beyond 10 as 1 ten and x ones or 1x ones share equally 	<p>Observation during child led activities and formative assessment during group activities.</p> <p>Can chn:</p> <ul style="list-style-type: none"> come up with appropriate ideas when a problem is posed comment on the suitability of materials for different uses listen to others ideas 	<p>Observation during child led activities.</p> <p>Can chn:</p> <ul style="list-style-type: none"> explore tools, equipment media and material provided as part of provision. talk about their models, pictures, constructions, etc. experiment with and explore musical instruments freely sing songs, rhymes that are familiar to them recreate experiences familiar to them within their play e.g home corner, role play, etc.

Non-negotiables	<p>Daily story time</p> <p>French - I know that when my teacher says 'Bonjour' they mean 'Hello' and when they say 'Au revoir' they mean 'Goodbye'. I can copy these if I feel confident to do so.</p>	<p>Coram Life Ed. Units.</p> <p>PSHE - know the PANTS rule.</p> <p>- know the scientific names for my body parts.</p>	<p>PE x2 weekly ongoing - copy a modelled action, travel, jump, roll and balance. know the body position when throwing over arm and underarm through different themes. I know I need to look at the ball to show I am ready, get my hands ready to make a net to catch a big ball.</p> <p>DT - use of scissors</p> <p>Art - Use pencils, crayons, pastels and brushes with a suitable grip.</p>	<p>Daily phonics</p> <p>Daily literacy lessons</p> <p>Geography - Draw maps of imaginary places and settings of stories</p>	White rose Maths	<p>RE units</p> <p>History - retell a simple past event in the correct order</p> <p>Science - observe, draw pictures and describe plants they have found outside.</p>	<p>Charanga - recognise high and low notes on the staff e.g. C and C</p> <p>Art - recognise and name the primary colours</p> <p>DT - sifting and mixing</p>
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