Reception Summer 1 Let's Grow

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

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.

R.E.

We will explore the meaning of friendship; how we make friends and why friends are important. We will learn how Jesus made and chose his friends. Later we will think about special/holy places where go to worship.

Value

Trust

Wider Curriculum

Intra sports

Key Vocabulary

Kind words, kind hands, kind feet.
plant
flower
leaf
leaves
fruit
roots
seeds
sun
water
rain
stem
trunk
branch
bark
soil
bud
bean
vegetable
grow

Physical Development

What:

• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines • Combine different movements with ease and fluency. •Confidently, and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.

ELG: 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

Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Chn in Rec: • 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. **ELG:** **Literacy Comprehension** • 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. **Word Reading** • 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 their phonic knowledge, including some common exception words. **Writing** • 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.	**Chn in Rec:** • 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. **ELG: Number** • 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. **Numerical Patterns** • 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.	**Chn in Rec:** • Describe what they see, hear and feel whilst outside. **ELG:** **People, Culture and Communities** • 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. **The Natural World** • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Chn in Rec:** • 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. **ELG:** **Creating with Materials** • 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. **Being Imaginative and Expressive** • 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 appropriate) try to move in time with music.
Continue: • 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	Continue: • 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	Continue: • 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	Continue: • 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 classroom and during literacy lessons