

Reception Summer 1: Living and growing

Curriculum connections

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English

Can segment the sounds in simple words and blend them together and know which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet.

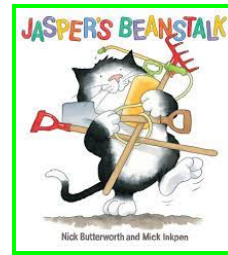
Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

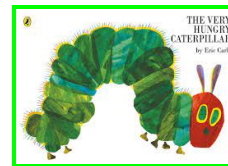
Enjoys an increasing range of books.

Knows that information can be retrieved from books and computers. To read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



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Using T4W to sequence, innovate and adapt stories related to our learning quest "Living and Growing" including "Jasper's Beanstalk" and "The very hungry caterpillar".

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Maths

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

Count reliably with numbers from one to 20.

Add and subtract two single-digit numbers and count on or back to find the answer.

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Uses familiar objects and common shapes to create and recreate patterns and build models. Recognise, create and describe patterns. Orders and sequences familiar events.

Understanding the World

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Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.

Know about similarities and differences in relation to places, objects, materials and living things.

Talk about the features of their own immediate environment and how environments might vary from one another.

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Make observations of animals and plants and explain why some things occur, and talk about changes through our learning quest topic 'Living and growing'.

Develop understanding of British Values; democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Expressive Art and Design

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Sing songs, make music, dance and experiment with ways of changing them during music lessons and beyond.

Explore low and high pitch and pulse

Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.

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Build upon their knowledge of colour mixing and use of materials and tools to create 'texture' in the 'impressionist' style - Van Gogh's Vase with 15 sunflowers: 1888'

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Plays cooperatively as part of a group to develop and act out a narrative. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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Personal, Social and Emotional Development

Play cooperatively, taking turns with others and taking account of one another's ideas about how to organise their activity.

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Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Show confidence to try new activities and say why they like some activities more than others.

Confident to speak in a familiar group, will talk about their ideas and choose resources needed for chosen activities.

Say when they do or do not need help.

Talk about how they and others show feelings.

Talk about their own and others' behaviour and its consequences.

Work as part of a group or class and understand and follow the rules.

Adjust behaviour to different situations and take changes of routine in their stride.

Through PSHE lessons understand how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how we treat others, know how to help ourselves and others when we feel upset or hurt, know and show what makes a good relationship.

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Physical Development

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Know and understand the importance for good health, including physical exercise, a healthy diet and can talk about ways to keep healthy and safe.

Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Show good control and coordination in large and small movements.

Move confidently in a range of ways, safely negotiating space during PE multi skills lessons.

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Handle equipment and tools effectively, including pencils for writing.

Communication and Language

Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Listen attentively in a range of situations.

Give attention to what others say and respond appropriately.

Follow instructions involving several ideas or actions.

Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Develop own narratives and explanations by connecting ideas or events.

Spanish

Fruits and classroom instructions. Small conversation about fruits. Use of the indefinite article (UN). Story: the very hungry caterpillar.

Spiritual, Moral, Social and Cultural Development

Big Pedal Week 19th-30th April

Greek Easter-2nd May

Space Day-May 7th

National Dinosaur Day-18th May/1st June

St George's Day-23rd June