

# RECEPTION SUMMER TERM 1

## Key Question: How do living things change?

### Literacy

Throughout Summer term, Reception will be focussing on: handwriting, reading and comprehensions skills as well as grammar and punctuation. The development of quality vocabulary will be high profile.

### **Reading & comprehension**

Through whole class shared, group & individual reading.  
Using a range of strategies when reading. Retelling stories with greater detail.  
To use recently introduced vocabulary during discussions about stories.  
To decode, use prosody and comprehension in guided reading sessions.

### **Phonics**

Using the 'Little Wandle' programme children will daily

- Begin to learn simple Grapheme Phoneme Correspondence (GPC) sounds
- Begin using the skill of decoding and blending sounds together to form words,
- Begin to blend longer words using their phonics knowledge
- Learn words that are difficult to sound out (tricky words)  
(See Little Wandle Programme Progression Overview)

### **Grammar and punctuation-**

Reinforce the concept of capital letters, finger spacing and full stops.

**Writing** – correct pencil grip, correct letter formation, reinforcing writing in a full sentence.

### Maths

### Key skills

### Number

- Recognise numerals to 20 and beyond
- Order numbers to 20
- Count objects and actions carefully
- Subitising to 5
- Verbally counting patterns (10, 20, 30)
- Adding numbers together
- Taking away from numbers
- Have a deeper understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) to 5.
- Begin to recall number bonds to 10 including subtraction facts, including double facts.

### Numerical Patterns:

- Verbally count beyond 20, beginning to recognise the pattern of the counting system.
- Begin to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Use phonetic knowledge when writing.

Spell tricky words correctly.

Writing a narrative.

**Core texts:** The Growing Story, Jack and the Beanstalk, Very Hungry Caterpillar.

**General reads:** Titch, Somebody Swallowed Stanley, Jasper's Beanstalk.

**Non Fiction text:** Books about healthy eating and life cycles of living things; Maps. Poems and introduced to riddles.

**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, non-fiction, 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.
- Introducing blending compound words and root words ending in ing/ed/id/est
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including tricky words.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed fairly.

**Key Vocabulary:** Number names to 20 and beyond, more than, less than, subitise, 1 more, 1 less, number bonds, add, plus, and, take away, subtract, minus, equals, makes, is, altogether, odd, even, double, share fairly, grouping, what can you see? How can you see it?

**On-going: Shape, Space & Measure (no longer a goal but included in our curriculum)**

- Rotate and manipulates shapes
- Composes shapes
- Explain a shape arrangement
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Continue, copy and create repeating patterns.
- Recap weight, capacity, length.

**Key Vocabulary:** Heavy, light, lighter than, heavier than, heaviest, lightest, full, empty, fuller than, emptier than, fullest, emptiest, long, short, longer than, shorter than, longest, shortest, cube, cuboid, pyramid, cone, sphere, cylinder, repeating pattern, corners, points, sides, edges, faces.

**Key learning outcomes:**

Children will be able to:

- Learn to count confidently to 20
- Order numbers to 20
- Learn to add and subtract from numbers

## 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.

- Recall number bonds to 5 and some number bonds to 10
- Subitise objects to 5
- Begin to share objects evenly in groups
- Begin to rotate and compose and explain their shapes

## Communication and Language

Listening and attention

### Key Skills:

- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.

### Key learning outcomes:

Children will be able to:

- 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.

## Personal, Social and Emotional Development

Self-Regulation

### Key Skills:

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally, with support.
- See themselves as a valuable individual.

### Key learning outcomes:

Children will be able to:

- 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 engage in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

### Key Skills:

- Show resilience and perseverance in the face of challenge.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

## Physical Education

Gross Motor Skills

### Key skills:

- Continue to develop overall body strength, balance, co-ordination and agility.
- Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
- Understand how to safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Understand different factors that support their overall health and wellbeing.
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Begin to start to combine different movements with ease and fluency.

### Key learning outcomes:

Children will be able to:

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and co-ordination when playing.

## Speaking

### Key Skills:

- Learn new vocabulary.
- Use new vocabulary throughout the day in different contexts.
- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Describe events in greater detail.
- Beginning to articulate their ideas and thoughts in well-formed sentences, with adult support.
- Retell a familiar story; some as exact repetition and some in their own words.

### Key learning outcomes:

Children will be able to:

- 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. Being encouraged to use full sentences, including use of past,

- Able to go to the toilet by themselves and wash their hands afterwards.
- To be able to wash their hands using soap, when asked to.

## Building Relationships

### Key Skills:

- Begin to work and play co-operatively, with support.
- Take turns, with support.
- Build constructive and respectful relationships.
- Think about the perspectives of others.

### Key learning outcomes:

Children will be able to:

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Key Vocabulary:** take turns, share, team work, friends, help each other, be kind, make good choices, have a go, keep trying, choices and consequences.

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills

### Key skills:

- 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.

### Key learning outcomes:

Children will be able to:

- 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.

**Key Vocabulary:** safely, carefully, exercise, heart beating, breathing, faster, slower, fit, balance, find a space, healthy, wash hands, undressed, dressed, skip, hop, jump, run, side step.

present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Key Vocabulary:** how, why, what, when, where, who, which, whose.

**Key Vocabulary:** safely, carefully, exercise, heart beating, breathing, faster, slower, fit, balance, find a space, healthy.

P.E. sessions begin this term with an emphasis on developing gross motor skills, moving around safely, turn taking within a team and listening skills.

## Understanding The World

### *Past and Present*

#### **Key Skills:**

- Learn about the life cycles of plants and animals.
- Continue to talk about the seasons in the year as time passing.

#### **Key learning outcomes:**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

### People, Culture and Communities

#### **Key Skills:**

- Begin to draw information from a simple map (Google Earth)

#### **Key learning outcomes:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

## Expressive arts and design

### Creating with Materials

#### **Key Skills:**

- Use and begin to control a range of media.
- Begin to draw with detail (bodies with sausage limbs and additional features).
- Explore the artist Georgia O'Keefe
- Create a piece of art based on the work by Georgia O'Keefe
- Draw things that they observe (e.g. flowers)
- Use their drawings as props when role playing.
- To be able to safely use tools such as scissors, hole punch, play dough tools.
- Create collaboratively, sharing ideas, resources and skills.
- Beginning to learn how to join materials.
- Begin to use a variety of paintbrushes.
- Use 3D junk materials for a purpose when creating.
- Build structures exploring how they can be made stronger and more stable.
- Colour matching to a specific colour.
- Can use thick brushes. Beginning to use thin brushes to add detail.
- Enjoy taking rubbings: coins from green grocer's role play.
- Simple pictures by printing with objects.

## The Natural World

### Key Skills:

- Beginning to understand the world around them – seasons, weather etc. Describe what they see, hear and feel whilst outside. Talk about new life and Spring and Summer
- Beginning to understand how animals and plants change in their environment.

### Key learning outcomes:

- 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.

**Key Vocabulary:** Spring, Summer, Autumn, Winter, decay, bloom, flower, rotten, cold, windy, hot, rainy, thunder, lightning, mist, fog, dew, growing, budding, blossom, new life, chicks, lambs, growth, egg, caterpillar, pupae, chrysalis, cocoon, butterfly.

**Through this topic:** life cycles of plants and butterfly, planting and observing how fruit and vegetables and flowers grow. During this term the children go on a Summer walk, looking for signs of Summer.

### Key learning outcomes:

Children will be able to:

- 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

### Key Skills:

- Begin to develop storylines in their pretend play, with support from an adult.
- Explore and engage in music making and dance.
- Sing in a group, increasingly matching the pitch and following the melody.
- Explore and engage in music making, performing solo or in groups.

### Key learning outcomes:

Children will be able to:

- Begin to invent, adapt and recount narratives and stories with their peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and stories with others and (when appropriate) try to move in time with the music.

**Key Vocabulary:** names of colours, safely, scissors, sellotape, hole punch, treasury tags, sticky labels, glue sticks, glue spatulas, paintbrush, paint, watercolours, pastels, crayons, coloured pencils, chalk, join.

**Through this topic:**

Observational drawing of a shoe using charcoal, drawing maps, drawing and cutting out characters from stories, making stick puppets, making masks of traditional tale characters, using music to help re-enact the traditional tales, daily wake up shake ups, using junk materials to create, singing songs, making symmetrical patterns (butterfly), Creating an art collage in the style of Eric Carle.

**Role play:** garden centre