

Where would you like to go?

Summer 2 – Reception



Personal, Social and Emotional Development

- To give focused attention to what my teacher says
- To respond appropriately to questions I am asked
- To follow instructions involving several ideas or actions
 - To explain the reasons we have rules
 - To know right from wrong and try to behave accordingly
- To manage my own basic needs including dressing, toileting and the importance of healthy food choices
- To show sensitivity to my own and to others needs



Physical Development

- To move energetically such as when I run, jump, skip, hop, climb and dance
- To hold a pencil effectively for fluent writing
 - To use a tripod grip in almost all cases
 - To show accuracy and care when drawing
- To develop my overall body strength, coordination, balance and agility
- To use core muscles to achieve good posture when sitting



Mathematics

- To recall number bonds to 5 (without reference to rhymes or other aids)
- To recall some number bonds to 10 (without reference to rhymes or other aids)
 - To compare quantities up to 10 in different contexts
- To explore and represent patterns within numbers up to 10 (including evens, odds, double facts)
White Rose Maths links...
 - To double numbers
 - To share and group numbers
 - To explore odd and even
 - To visualise and build
- To develop a deeper understanding of patterns and relationships
 - To explore mapping

12345
67890

Expressive Arts and Design

- To share my creations and explain the process I have used
- To perform songs, rhymes, poems and stories with others
 - To move in time to music
- To perform in the school dance festival
- To continue to explore, use and refine artistic effects in my creations
 - To return to and build on previous learning
 - To explore and engage in music making and dancing



Understanding the World

- To know some similarities and differences between the natural world around me
- To contrast environments drawing on my knowledge and what I have learned and read
 - To describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- To know some similarities and differences between different religious and cultural communities in this country



Communication and Language

- To hold a conversation when engaged in back and forth exchanges with others
- To offer explanations for why things might happen
- To make use of recently introduced vocabulary from stories, rhymes and poems
 - To use new vocabulary through the day
- To express my ideas and feelings about my experiences using full sentences
 - To use past, present and future tense in my speech
 - To begin to make use of conjunctions
- To listen carefully to rhymes and songs and pay attention to how they sound
- To continue to learn new songs, rhymes and poems



Vocabulary

PSED – value, individual, attention, focus, listen, attentive, ask, question, answer, idea, instruction, rules, routines, expectations, right, wrong, behave, dress, undress, toilet, healthy, food, good choices

STORIES – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

LITERACY – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk, letter formation, blending, diagraph, spelling

MATHS - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, number bond, odd, even, double

ART – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, pitch, melody

UW – the world, environment, tree, leaves, feel, touch, taste, hear, smell, compare, different, similar, countries names



Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

Explore stories about the world/countries such as...

- We all went on a Safari – Laurie Krebs
- Elephant Dance; A Journey to India – Theresa Heine
- We're going on a Lion Hunt – David Axtell
- Mama Panya's Pancakes; A Village Tale from Kenya – Mary and Rich Chamberlin
- The Big Book of the UK – Imogen Russell Williams
- My World, Your World – Melanie Walsh

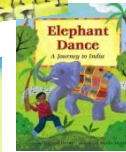
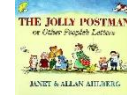
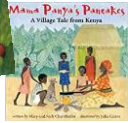
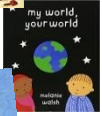
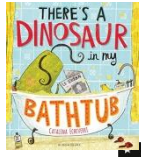
Other stories can be explored with links to specific countries e.g.

- There's a Dinosaur in my Bathtub – Catalina Echeverri (French dinosaur)

Links to writing letters and creating pen pals e.g.

- The Jolly Postman – Janet and Allan Ahlberg

Information texts all about countries from around the world



Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- Yellow Bird



- Tiny Tweeties – Around the World songs

Literacy

- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play
- To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
- To spell words by identifying sounds in them and representing that sound with a letter
 - To write simple phrases and sentences that can be read by others



Phonics



- To recognise letter sounds er ow ai oa ew ire ear ure
- To read words containing these sounds
- To read and write words from the list of 12 Pirate Pete Spellings

Child Led Projects and Provocations

CHILD LED LINES OF ENQUIRY TO EXPLORE

Children have shown an interest in...

VOCABULARY

Key words to develop with children...

KEY TEXTS

Stories to support learning and vocabulary...