

Year group: Reception Term: Summer 2

Focus: Journeys

Key Vocabulary:

Town, city, river, forest, beach, farm, mountains
Africa equator, savanna
Different types of transport- train, boat, car, plane, bike, rocket
Now, then, in the past

Personal, Social and Emotional Development:

Show an understanding of their own feelings and those of others, and begin to regulate their behaviours accordingly.
Set and work towards simple goals, being able to wait for what they want and control immediate impulses.
Give focussed attention to adults, respond appropriately and follow instructions involving several ideas.
Be confident to try new ideas, show independence, perseverance and resilience when faced with a challenge.
Explain reasons for rules, know right from wrong and behave accordingly.
Manage own basic hygiene and personal needs
Work and play cooperatively and take turns with others
Show sensitivity to their own and others needs
Form positive attachments to adults and friendships to peers

RE: as theologians, we will:

Know and understand through the topic of Reconciliation-Friends

- We can make friends –Explore
- Jesus had good friends; what Jesus tells us about friendship – Reveal

Acquire the skills of assimilation, celebration and application of the above-Respond.

Know some similarities and differences between different religions- focus on Islam

Expressive Arts and Design

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.
Invent, adapt and recount narratives and stories with their peers and teachers.
Sing a range of well-known nursery rhymes and songs.
Perform songs, rhymes, poems and stories with others and try to move in time with music.
Charanga Reflect, Rewind and Replay
This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

BIG Question: BIG Question:

Where would you like to go?

Practise at Home:

Letter formation
Reading books, letter sound recognition and key words

Physical Development

Revise and refine the fundamental movement skills following Arena progression. EYFS Striking and Fielding, and Fundamental Athletics 2 Develop the overall body strength, co-ordination, balance and agility. Confidently and safely use a range of large and small apparatus alone and in a group
Develop ve focussed attention to motor skills using a range of tools competently, safely and confidently. Begin to show accuracy and care when drawing and using scissors
Develop and refine a range of ball skills including throwing, catching, passing, batting and aiming.
Develop the foundations of a handwriting style which is fast, accurate and efficient following RWI script and daily practise of letter formation

Communication and Language

Understand how to listen carefully and why listening is important. Listen and respond to adults and peers during story time, whole class discussions and small group interactions. Respond to what they hear with comments and relevant questions.
Articulate ideas and thoughts in well-formed sentences. Model accurate irregular grammar such as past, present and future tense, plurals, use of conjunctions and model complex sentences.
Describe events in detail using sequencing words based on experiences and stories
Enjoy listening to longer stories and remember much of what happens. Retell stories The Train Ride, Whatever Next Bear Hunt using pictures and puppets. Daily story time.
Know many rhymes, be able to talk about familiar books, and retell a long story. See activities planned around core books, practise and use a wide range of vocabulary and language introduced. Extend children's vocabulary related to topics and books. Use of story book language and meaning of new words in stories. Listen to and talk about non – fiction texts to develop a deep familiarity with new knowledge and vocabulary
Join in with repetitive phrases, and use stories in their creativity and play.
Begin to understand 'why' and 'how' questions through investigations and stories. Offer explanations for why things might happen Relate to Banks questioning
Sing a large repertoire of songs and recite rhymes and simple poems relating to topic and stories.

Mathematics

Select, rotate and manipulate shapes in order to develop spatial reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it.
Compare two or more items using the vocabulary of capacity.
Sort up to 5 objects into two or more groups using the size, colour or shape characteristics of the items being sorted
Develop a sense of time, sequencing events in a day



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Follow directions and simple maps of their environment.
Look at simple land use in their environment, house, school, wood, field, park.

Key texts

The Train Ride
Whatever Next
Where the Wild Things Are.
We're Going On a Bear Hunt
Handa's Surprise
Non-fiction books about planets and the moon. Summer, transport

Literacy

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and the vocabulary introduced.
Anticipate and sequence key events in stories.
Use and understand new vocabulary introduced during discussions about stories, non-fiction, rhymes and poems and during role play.
Re-read what they have written to check it makes sense.
Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds or letters.
Write simple phrases and sentences that can be read by others
Hold pencil in tripod grip.
Say a sound for each letter of the alphabet and at least 10 digraphs
Read words using phonic knowledge and sound blending
Reda aloud simple sentences with their phonic knowledge and some common exception words

Knowledge and Understanding of the World

Know some similarities and differences between things in the past and now, focusing on transport.
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.
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 changes in the natural world around them focusing on seasonal change spring into summer.