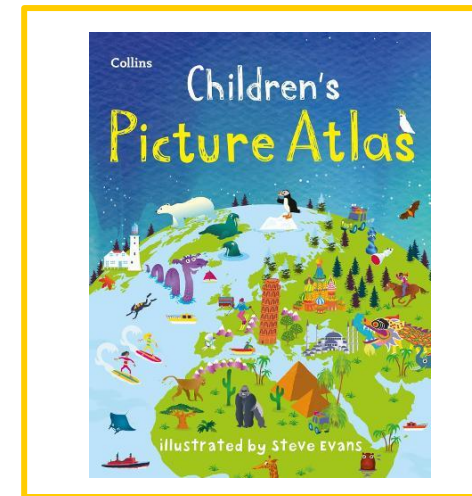
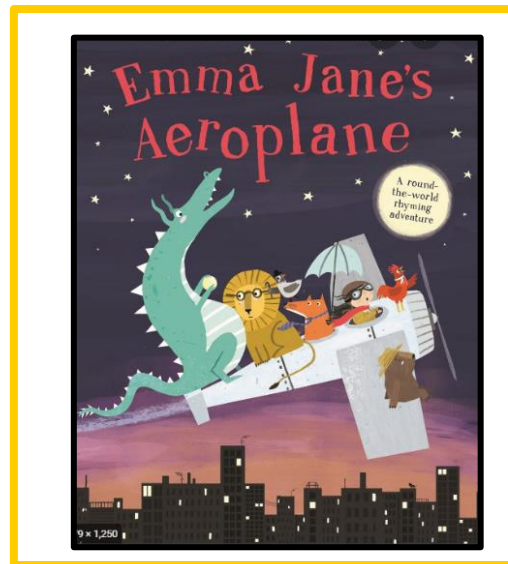
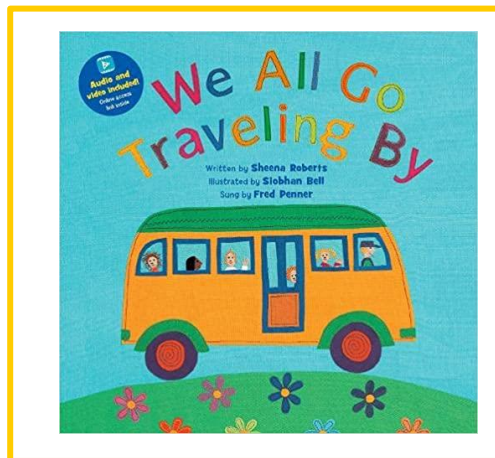


Reception Summer Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Learning Outcomes: Summer 2

Prime Areas of Learning		
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪ 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. ▪ Understand humour more readily e.g. <i>nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> ▪ 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, nonfiction, rhymes and poems when appropriate; <p>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.'</p>	<p>Children learn to:</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> ▪ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ▪ 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 engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> ▪ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships ▪ Work and play cooperatively and take turns with others ▪ Form positive attachments to adults and friendships with peers ▪ Show sensitivity to their own and to others' needs. <p>Continue to see self as a valuable individual</p>	<p>Children learn to: Gross Motor Skills</p> <ul style="list-style-type: none"> ▪ Negotiate space and obstacles safely, with consideration for themselves and others ▪ Demonstrate strength, balance and coordination when playing ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ▪ 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, paint brushes and cutlery ▪ Begin to show accuracy and care when drawing.

Specific Areas of Learning

<p>Literacy</p> <p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> ▪ 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. ⇒ Begin to notice some relationships between one text and another ⇒ Begin to comment on perceived links with own life experience or other experiences, e.g. <i>films, books</i> ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> ⇒ Secure P3...<i>trigraph</i> ▪ Read words consistent with their phonic knowledge by soundblending 	<p>Mathematics</p> <p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills 	<p>Understanding the World</p> <p>Natural World</p> <ul style="list-style-type: none"> ▪ Explore the natural world around them, making observations and drawing pictures of animals and plants <ul style="list-style-type: none"> ▪ 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. 	<p>Expressive Arts & Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ 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. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> ⇒ <i>you, they, all, are, my, her</i> (plus see <i>Autumn/Spring words</i>) <p>Writing:</p> <ul style="list-style-type: none"> ▪ Write recognisable letters (lower case and capital) most of which are formed correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs ⇒ CVC words ▪ Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter ▪ Begin to sequence 2-3 sentences within purposeful fiction/nonfiction writing, such as: <ul style="list-style-type: none"> ⇒ 2-3 part story (e.g. <i>using story map/planner</i>) ⇒ Instructions <p>Fact cards</p>	<ul style="list-style-type: none"> ▪ Compose and decompose shapes within practical activities ▪ Continue, copy and create more complex repeating patterns ▪ Compare length, height, weight and capacity ▪ Measure and compare short periods of time 		

Creative Area:

- Make an Aeroplane
- Build the Eiffel Tower
- Flying glasses

Investigative Area / Water:

- Pouring jugs, spoons,
- Boats / Aeroplane

Sand Area:

- Scoops and pouring pots.
- Animals / cars

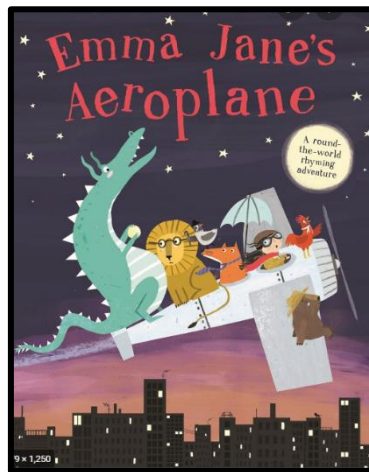
Writing Area:

- Suitcase list
- Write a post card
- Word mat / writing frames

Reading / Phonics Area:

- Wooden building frames and wooden letters to build CVC words
- Phase 3 diagraphs .
- Tricky Word cards - chunky felts for a rainbow write.
- Phase 4 words

Indoor Provision



Small World Area:

- Road map – multiple types or transportation vehicles – cars, trucks, planes, bikes, buses, tractors.
- Small world people / characters from the story 'Emma Jane's Aeroplane'.

Role Play Area:

- Plane – tickets passports, flight attendants, passengers, food service. Atlas's and pictures of places around the world.

Funky Fingers / Playdough:

- Star mats/ pom poms / tweezers
- Playdough Mats / playdough / cutters and rolling pins – make a plane
- Pack a Suitcase cut and stick activity

Junk Modelling / Construction:

- Build Emma Jane's Aeroplane - cardboard boxes, scissors, glue sticks, Sellotape .
- Build building from story – Eiffel tower, Great Wall, Sydney Harbour Bridge.

Maths Area:

- Odd and Even numbers
- One more one less Trucks
- Number Bonds

Creation Station:

- Children to make a map of Emma Jane's journey.
- Make wings using cardboard and coloured cellophane.

Water Area:

- Children to make a boat to help Emma Jane and her friends.

Large Sand Area:

- Children to use animals and planes to retell the story. Can they make landmarks with blocks to help with the retelling?

Creative Tuff Tray:

- Make an aeroplane using lolly sticks and pegs. Travel around our area like a plane / car / train / boat / motorbike

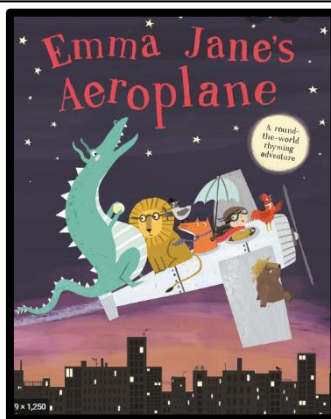
Reading/Phonics Area:

- Use the den frame to make a comfortable reading area.
- Water guns – squirt the tricky words

Phonics Area:

- . Phase 4 buried treasure
- Compound word and picture matching

Outdoor Provision



Writing Area:

- Make a plane ticket for Emma Jane and her friends.
- Draw a label a map of Emma Jane's journey

Construction Area:

- Build an aeroplane.
- Build landmarks from the story.

Grassed Area:

- Children to use steering wheels to retell vehicle stories.
- Innovate the story, using wheeled vehicles to create a new story. Emma Jane's bicycle.

Mud Kitchen:

- Make a snack for the animals and Emma Jane to have on their journey.

Maths Area:

- Use numicon and base boards to make vehicles – how many 5s did you use? Which other number shapes did you use?