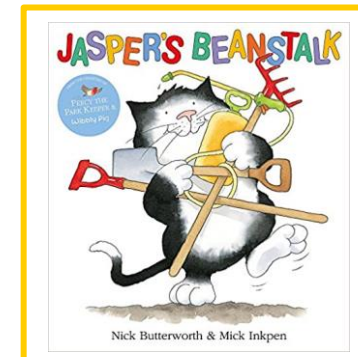
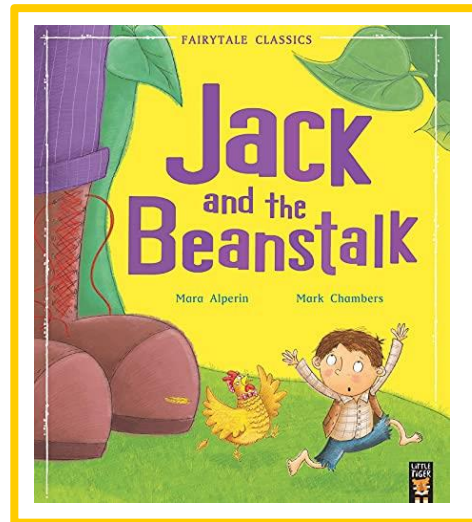
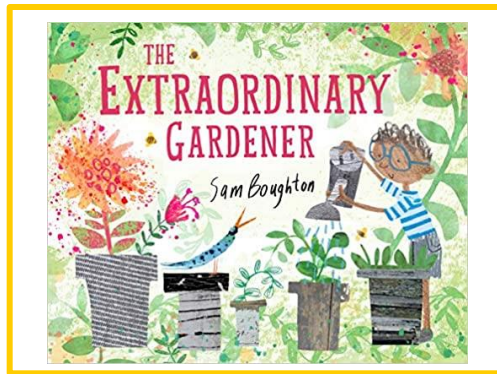


Reception Summer Term Teaching & Learning



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

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. Continue to see self as a valuable individual 	<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</p> <p>Reading ⇒ Oral blending and segmenting</p> <ul style="list-style-type: none"> 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 ⇒ 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 § Know some similarities and differences between the natural world around them and contrasting environments 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; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

<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>) ⇒ <i>you, they, all, are, my, her</i> (plus see Autumn/Spring words) <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 ⇒ 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 (<i>e.g. 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 	
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Creative Area:

- Create a castle in the sky.
- Paint a golden egg.
- Make a Bean Stalk out of Wool

Reading / Phonics Area:

- Phase 2/3 picture cards to write phase 2/3 captions.
- Wooden building frames and wooden letters to build CVC words.
- Big rolls of paper and chunky felts CVC words / tricky words – rainbow write.

Role Play Area:

- Cottage / Bean Stalk – children to act out the story of Jack and the Bean Stalk.

Investigative Area / Water:

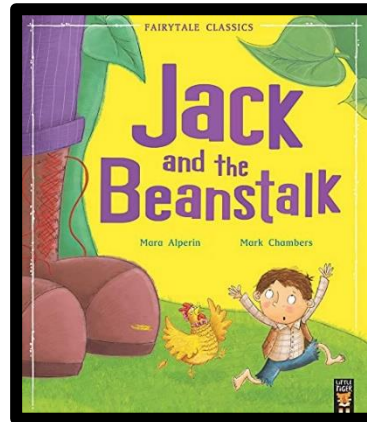
- Foam / bubble bath to represent clouds in Jack and the Beanstalk / tower of Lego to represent beanstalk.

Funky Fingers / Playdough:

- Cutting skills – Cut out a bean stalk, leaves.
- Leaves – threading leaves.
- Playdough – Making golden eggs.
- Playdough – Making beans.

Sand Area:

- Golden eggs
- Scoops and pouring pots.



Writing Area:

- Jack and the Beanstalk writing frames.
- Picture / caption frames .
- Giants alliteration speech bubbles.
- Blank booklets.

Maths Area:

- Beanstalks to measure.
- Add the magic beans.
- Magic Bean peg cards.
- Jack and the Beanstalk – roll the dice and climb the stalk.

Construction/Small World Area:

- Traditional Tales Characters from Jack and the Beanstalk, wooden structures, grass, wooden logs, homes etc...
- Build a castle / build a tower as tall as a beanstalk.

OUTDOORS

Holistic Learning Across the EYFS

Messy Maths

Using dried beans and an empty tray from a box of chocolates (or similar), can the children count the beans beyond ten?

Create your own board game by drawing a beanstalk on a large roll of paper and dividing it up into sections. The children can roll a dice and move up the beanstalk. Encourage the children to subitise and compare how many moves to the top of the beanstalk.

Provide a range of shapes for children to create castles with. Can they tell you the shapes used to make their castle?

Cut out a large giant's footprint. Can the children find objects longer and shorter?

Reading/Writing

Create a collection of different versions of the story along with some non-fiction texts about beans and beanstalks

On large dried beans such as cannelloni or broad beans, write a letter/digraph/tricky words on each bean – word building

Provide long strips of paper and green writing materials to explore and draw a beanstalk.

Try 'giant writing' with large paper and large marking tools

Small world

Create small world scene of Jack and the beanstalk, using characters. You may add growing pots and seeds to grow in pots.

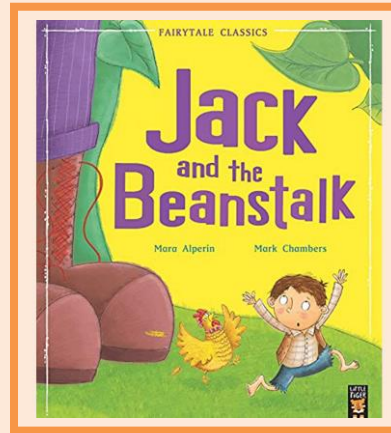
Add different construction materials to the small world to enhance their pretend play e.g. building a giant's castle

Sand/Water (multi-sensory)

Story stones in the sand to retell the story

Add some green glitter to the sand and a variety of different dried beans to make a beanstalk

Add dried beans to the water and little nets to catch them. Can the children count them or subitise the number they can catch?



Painting

Assorted paper/green paint/a range of marking tools, brushes and sponges to make a beanstalk

Zip lock bags with green and yellow paint

Gross motor

Set up a large-scale beanstalk using different apparatus to encourage climbing and moving along the beanstalk.

Provide 'magic bean bags' for children to practise throwing and catching. Explore throwing to a friend or into a bucket.

Mud Kitchen

Freeze different beans in ice. Children to observe and explore as it melts.

Recipes – Giant's menu

Music

Play harp music for the children to dance and listen to.

Provide dried beans and metal cans and bowls.

Large Construction/Den building Area

Build a Giant's castle, a beanstalk, Jack's house using different planks and fabric.

Add some small world characters/blocks/cotton wool to build a castle for the giant.