

### Physical Development

- Gross Motor Skills developed (Article 3, 23, 24, 28, 29, 31)
- Soft play/parachute games.
- Games which change in speed and direction, observing the effects of activity on their bodies. (article 6 and 24)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Local area walk - seasonal changes and community focus.
- Develop strength and co-ordination through weekly gymnastic sessions.
- Develop dance drama to show hatching experience, using suitable percussion/music
- Manage own personal hygiene. (Article 24 and 27)
- To dress and undress independently. (Article 24)
- To take part in sports day and to begin to understand the instructions of simple sports and games.
- Developing fine motor skills and finger gym activities (Article 3, 23, 24, 28, 29, 31)
- 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.

Opportunities to follow child-led interests.

### Literacy

- Asking questions, responding to stories and information books. (Linked with animals, plants and growth).
- Library books and reading books -changed weekly
- To read, write and apply tricky words.
- Continue to write simple sentences that can be read by others
- Read words consistent with their phonic knowledge.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Make pictorial growth over time booklets - life cycle of a butterfly or minibeast information books.
- To complete transition booklets for reception-year1.
- To learn and apply letter names.
- Daily RWI sessions (Article 28 and 29)
- To know that a sentence starts with a capital letter and ends with a full stop.
- Knowing that sentences can be extended by using a connective.

Opportunities to follow child-led interests.

### British Values (Article 1, 7, 8, 12, 14, 15)

- Democracy: making decisions together, deciding what is right and what is wrong
- Rule of law: understanding rules matter to keep us safe, covering stranger danger also, linking with fairy tales.

Opportunities to follow child-led interests.

## Front Street Primary School Reception Summer 2

### The World

- Collecting items to note the signs of Summer.
- Road Safety - linked with outdoor area and how to stay safe. (Article 1, 3, 6, 19, 24, 27, 28, 29, 31)
- Compare themselves animals - similarities/Differences of growth and life-cycle changes or sort, order and discuss.
- Draw, talk about features they like and dislike
- Observe and record changes in weather, animals, themselves over time
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences
- Understand some important processes and changes in the natural world around them, through recycling and sea life dangers.
- To use a map of the local area and identify key local places such as school, their home, the shops.
- To know about different animals and their habitats.

Opportunities to follow child-led interests.

Look at me now...!



### Expressive Arts and Design

- Observational drawings of minibeasts and plants
- Small world animal activities
- Take photos of children and chicks, add captions independently
- Role play area, designed and created by the children (Article 31)
- Plant seeds and watch them grow.
- Continue to develop the outdoor area.
- Making musical instruments, exploring sounds and how to use instruments.
- To move to music, representing ideas and feelings through movement. (Article 13)
- To create and construct with a purpose in mind within the cut and stick area. (Article 13)
- Explain the process in the creations they have made.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Use clay and termly artist to create prints and patterns and create a model pot using fine motor and art skills.

Opportunities to follow child-led interests.

### Communication and Language. (Articles 12, 31)

- Plan a role play area as a dentist, hair dresser, doctor, teacher (Article 31)
- How children use talk to connect ideas and explain things in meaningful ways.
- To confidently use 'how' and 'why' questionings within conversation.
- To use new and 'key' vocabulary appropriately within their play and explanations.
- Take part in philosophy discussions to express opinion or challenge thinking

Opportunities to follow child-led interests.

### Personal, Social and Emotional Development

- Care for caterpillars, butterflies, minibeasts and others.
- Take turns to feed, water and help plants grow and develop.
- Recognising how we stay healthy. (Article 6 and 24)
- Circle time to share feelings about looking after and caring for living things, such as other animals and each other
- To begin to discuss and experience a transition week into year 1.
- Turn taking, sharing and caring in small groups, showing sensitivity to others (Article 15, 31)
- Expressing their needs and opinions. (Article 12, 13)
- Problem solving with their friends, during 'Make a New Friend Monday' (Article 15, 31)
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- To be able to talk about the relationships they have at home with their family and friends.
- Complete 'Jigsaw' unit: Changing me.
- Be resilient and part of a team when taking part in sports day.

Opportunities to follow child-led interests.

### Mathematics (Article 28 and 29)

- Count one more/less any given number between 0-20
- Engaging in number problems.
- To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.
- To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.
- To make observations of and compare length, weight and capacity.
- To know how to recognise patterns in numbers.
- Sorting objects by their properties and matching the quantity to numerals.
- Counting in 2s, 5s and 10s.
- To use and understand mathematical language involving size, capacity, weight, length and distance.
- To be able to add and subtract number sentences.
- To understand and use doubling and halving within their play.
- To use language and re-enact experiences involving money, as well as problem solving with money.
- Begin to understand and use language associated with time.
- Is increasingly able to order and sequence events using everyday language related to time
- Beginning to experience measuring time with timers and calendars

Opportunities to follow child-led interests.

### Community Cohesion (Article 1 and 42)

- School website and newsletter for links and updates
- Weekly email from Reception
- Reading books and library books.
- Invite parents/guardians and governors in to see end of year assembly and book work competed this year by the children.
- Mystery Reader
- Tapestry updates and weekly challenges between home and school.