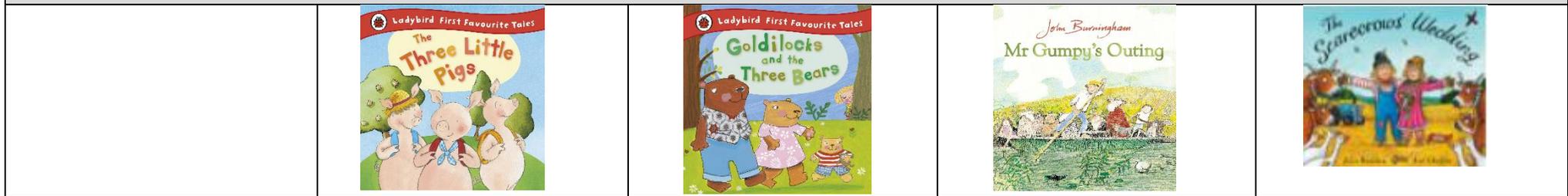


In the Summer term, children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Childhood Experiences: - Grow a sunflower - Hold a minibeast - Watch the outdoor environment change (flowers blooming/wildlife changing) - Hold an art gallery event - Attend a celebration event (festival/wedding) 	<p>KSU Passports</p> 
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Core Books



<p>Communication and Language</p> <ul style="list-style-type: none"> • <i>Listening, attention and understanding</i> • <i>Speaking</i> 	<p>This term, we will continue to embed specific skill-based intervention and Quality First Teaching to support with speech, language and other developmental needs identified in the Autumn and Spring terms through the Launch Pad for Literacy assessment tool. We will explore a range of traditional tales and this will provide us with a valuable means to use language to imagine and recreate roles and experiences in play situations. During this final term, we focus more on listening and responding with relevant comments and questions. We spent time talking about past, present and future events, which helps us to prepare for change.</p>			
	<ul style="list-style-type: none"> - Continue to reinforce expectations for listening to practitioners and peers - Introduce new vocabulary using language plans to support - Encourage children to access story maps for our key text during environment time (created by the class in literacy sessions – all stored in the reading areas) - Encourage children to utilise props to aid their story retells 	<ul style="list-style-type: none"> - Introduce new vocabulary using language plans to support - Encourage children to use new language in context (particularly mathematical language such as time adverbials – link to Farmer Duck) - Adapt stories, allowing children to orally retell their own stories in a traditional tale style 	<ul style="list-style-type: none"> - Introduce new vocabulary using language plans to support - Encourage children to use new language in context (particularly conjunctions to lengthen responses) 	<ul style="list-style-type: none"> - Introduce new vocabulary using language plans to support - Encourage children to use new language in context - Make links to vocabulary learning when learning about international wedding celebrations in Spring term - Retrieve vocabulary linked to farms (Farmer Duck, Enormous Turnip)

	<ul style="list-style-type: none"> - Encourage children to respond to others with detailed responses, modelling as appropriate 			
Personal, Social and Emotional Development <ul style="list-style-type: none"> ● <i>Self regulation</i> ● <i>Managing self</i> ● <i>Building relationships</i> 	<p>Our final term in reception enables us to prepare for transition into KS1, where “change” is a regular focus for discussion. During the first part of term, the focus is on managing and sustaining relationships, and navigating disagreements with peers. During the second part of the term, the focus is placed on preparing for change and the emotions and feelings that are involved with this. We also look at how our bodies change over time, and the importance of staying healthy.</p>			
Physical Development <ul style="list-style-type: none"> ● <i>Gross motor skills</i> ● <i>Fine motor skills</i> 	<ul style="list-style-type: none"> - Follow the medium term plan from Jigsaw - Relationships - Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group - Play turn taking games including multiple players to encourage communication - Discuss and demonstrate effective oral hygiene 	<ul style="list-style-type: none"> - Follow the medium term plan from Jigsaw - Relationships - Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group - Model how to effectively solve disagreements with peers - Encourage children to consider the feelings of others, even when feeling annoyed/frustrated 	<ul style="list-style-type: none"> - Follow the medium term plan from Jigsaw – Changing Me - Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group - Name body parts and their use, and explain how the body changes (growth, keeping healthy) 	<ul style="list-style-type: none"> - Follow the medium term plan from Jigsaw – Changing Me - Utilise Thrive activities to address arising issues and developmental gaps identified within each individual group - Explore children’s feelings ahead of the transition to year one and provide ways in which they can manage these feelings - Reflect on the journey of Reception, and encourage children to choose a favourite memory from their time this year
	<p>We will be using whole class sessions in the large space of the school hall to focus on ball skills and team building. We also continue to develop our gross motor skills through daily access to our Outdoor Play and Learning curriculum (OPAL). Fine motor control will be reinforced through letter formation activities, sketching, and manipulating malleable materials such as clay with increasing precision. Children with developmental gaps in their fine motor skills (identified through Launchpad for Literacy tool in Autumn term) will participate in a motor skills intervention group.</p>			
	<ul style="list-style-type: none"> - (Complete PE – Ball Skills Feet). Children will explore different ways of using their feet to move with a ball. They will explore what happens when they kick a ball using different parts of their feet. They will begin to understand how we control a ball - Model correct letter 	<ul style="list-style-type: none"> - (Complete PE – Ball Skills Feet). Children will develop dribbling using our feet to move with a ball. They will learn to develop kicking and dribbling skills during competitions. Children will learn how to collaborate and work together with their partner and in small 	<ul style="list-style-type: none"> - (Complete PE – Hands). Children will explore different ways of using their hands to move with a ball. They will explore different ways of pushing a ball. Children will learn the meaning of the word control and start to understand why it is important to keep the ball close to them 	<ul style="list-style-type: none"> - (Complete PE – Hands). Children will explore different ways of bouncing a ball, and to do so while moving into a space. They will explore different ways of rolling and pushing a ball. Children will work with a partner and begin to understand why it is important to be part of a

	<p>formation and provide a range of tools to encourage writing</p> <ul style="list-style-type: none"> - Outdoor environment will be set up to practise skills taught in PE lessons - Model manipulating clay to create more complex and intricate models (such as characters from Traditional Tales) 	<p>groups.</p> <ul style="list-style-type: none"> - Model correct letter formation and provide a range of tools to encourage writing - Outdoor environment will be set up to practise skills taught in PE lessons 	<ul style="list-style-type: none"> - Model correct letter formation and provide a range of tools to encourage writing - Outdoor environment will be set up to practise skills taught in PE lessons 	<p>team. They will learn the meaning of the word defender and what this means when playing games.</p> <ul style="list-style-type: none"> - Model correct letter formation and provide a range of tools to encourage writing - Outdoor environment will be set up to practise skills taught in PE lessons
<p>Literacy</p> <ul style="list-style-type: none"> ● <i>Comprehension</i> ● <i>Word reading</i> ● <i>Writing</i> 	<p>Daily phonics sessions continue this term, focusing on securing Set 1 letters from the Read, Write Inc programme and learning Set 2. Blending and segmenting of words using these sounds are reinforced daily through Fred games. Children read with increasing fluency and understanding. Opportunities to secure Early Literacy skills continue to be explicitly taught to close gaps identified through Launch Pad during Autumn term. This includes targeted intervention. Regular story sessions play an important part of the day where both new and familiar stories are shared.</p>			
	<ul style="list-style-type: none"> - Retell familiar and key text stories, using books, story maps and props as visual cues. - Develop use of intonation and character voices to engage the audience - draw story maps for key texts - Order pictures from the key text - Hold a sentence and repeat back orally - Write captions and sentences for a range of purposes - To use vocabulary and forms of speech that are increasingly influenced by experiences of books. - Write a Traditional Tale retell - Write a character description - Use hot seating to develop questioning and character emotion - Model adapting a story 	<ul style="list-style-type: none"> - Retell familiar and key text stories, using books, story maps and props as visual cues. - Develop use of intonation and character voices to engage the audience - draw story maps for key texts - Order pictures from the key text - Hold a sentence and repeat back orally - Write captions and sentences for a range of purposes - To use vocabulary and forms of speech that are increasingly influenced by experiences of books. - Write a Traditional Tale, which has alterations to the original story - Write a lost poster for Goldilocks - Use hot seating to develop questioning and character emotion 	<ul style="list-style-type: none"> - Retell familiar and key text stories, using books, story maps and props as visual cues. - Develop use of intonation and character voices to engage the audience - draw story maps for key texts - Order pictures from the key text - Hold a sentence and repeat back orally - Write for a range of purposes - To use vocabulary and forms of speech that are increasingly influenced by experiences of books. - Write a retell of Mr Gumpy's outing in the form of a recount 	<ul style="list-style-type: none"> - Retell familiar and key text stories, using books, story maps and props as visual cues. - Develop use of intonation and character voices to engage the audience - draw story maps for key texts - Order pictures from the key text - Hold a sentence and repeat back orally - Write for a range of purposes - To use vocabulary and forms of speech that are increasingly influenced by experiences of books. - Write invitations to events - Write a recount of an event from first hand experience

<p>Mathematics</p> <ul style="list-style-type: none"> ● <i>Number</i> ● <i>Numerical pattern</i> 	<p>We continue to follow the NCETMs Mastering Number maths scheme in the Summer term. Our maths provision is underpinned by the counting principles (the one-to-one principle, the stable-order principle, the cardinal principle, the abstraction principle and the order-irrelevance principle). Children are provided an array of manipulatives to support their mathematical understanding. They are encouraged to make their own choices of which manipulatives they use to support them in their work. These include Numicon, Quisenaire rods and Rekenrek, as well as open-ended, natural resources. Children are provided opportunities to solve mathematical problems.</p> <ul style="list-style-type: none"> - Subitising - continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 - be encouraged to identify when it is appropriate to count and when groups can be subitised. - Cardinality - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting. - Composition - explore the composition of 10. - Comparison - order sets of objects, linking this to their understanding of the ordinal number system. - Pattern - Make their own ABB, AABB, ABBC pattern - Describe the rule of their pattern. - Spot an error in an ABB pattern and correct it. - Shape and space - Children are increasingly familiar with properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D), equal sides, parallel sides, right angles, 2D shapes as faces of 3D shapes. - Children are exposed to right angles - Children begin to spot shapes within shapes e.g. 2D shapes as faces of 3D shape, folding and cutting to make different shapes, combining shapes to make pictures/ models e.g rectangle and triangles to represent a tent (pattern boards) 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p>
<p>Understanding the World</p> <ul style="list-style-type: none"> ● <i>Past and present</i> ● <i>People, culture and communities</i> 	<p>During outdoor learning, we look for changes that occur during late Spring and into Summer to support our scientific understanding. Children are encouraged to be curious and to ask questions, which develops the foundations of scientific enquiry. We reflect on worldwide celebrations that we have explored so far (including Chinese New Year, Diwali and Easter), and plan our own celebration. We continue to consider how our world (in relation to where we live, our families and ourselves) compares to those living in other places.</p>	

<ul style="list-style-type: none"> ● <i>The natural world</i> 	<ul style="list-style-type: none"> - Take part in the Sunflower growing competition - Plant seeds and bulbs, and take care of them - Grow herbs - Learn about similarities and differences in housing (making links to other countries that we explored during Spring term) - Look at objects of curiosity from the past (in relation to household objects) 	<ul style="list-style-type: none"> - Make porridge and learn how the taste of something can be changed - Look at differences in food culture – consider what people have for breakfast around the world - Solve a Goldilocks mystery 	<ul style="list-style-type: none"> - Build/design a boat for Mr. Gumpy and consider other modes of transport - Build a habitat for wildlife in the garden - Have a picnic and prepare the foods for this, using cookery skills developed over the Autumn and Spring terms 	<ul style="list-style-type: none"> - Plan an celebration/event - Attend a celebration - Visit the Enchanted garden - Celebrate the Potato Growing Competition
<p>Expressive arts and design</p> <ul style="list-style-type: none"> ● <i>Creating with materials</i> ● <i>Being imaginative and expressive</i> 	<p>During this final term, we continue to build on and refine skills and techniques the children have learnt, including changing colour, texture and shape. We continue to make links to famous artists and engineers, and use their work as inspiration when creating. We learn to reflect on the work we have produced and make adaptations where necessary. We create our own music and routines, drawing upon a repertoire of songs and rhymes that we have learned throughout the year to support us. Through outdoor learning and time spent in the STEM Hub, we use our knowledge and skills related to engineering to work as a team to complete construction projects.</p>			
<ul style="list-style-type: none"> - Sketch using a variety of techniques to add detail - Make informed choices when exploring the workshop and studio - Add materials to paint to create texture for a purpose - Children are exposed to a range of joining methods, and encouraged to make choices for a purpose - Children are given opportunities to share their creations and talk about the purpose - Design a house (Three Little Pigs) - 	<ul style="list-style-type: none"> - Make informed choices when exploring the workshop and studio, drawing upon skills and knowledge developed throughout the year - Children are given opportunities to share their creations and talk about the purpose - Investigate crime scene items and use these as inspiration to design a crime scene/ build a trap - 	<ul style="list-style-type: none"> - Make informed choices when exploring the workshop and studio, drawing upon skills and knowledge developed throughout the year - Children are given opportunities to share their creations and talk about the purpose - Organise a gift shop and create items to sell - Create models and artwork to display in an Art Gallery 	<ul style="list-style-type: none"> - Make informed choices when exploring the workshop and studio, drawing upon skills and knowledge developed throughout the year - Children are given opportunities to share their creations and talk about the purpose - Work co-operatively to build a scarecrow (class-based activity) which will be tested for strength (against wind) - Design an outfit for the Scarecrow's wedding - Design cards, invitations and décor for a wedding/ special event 	