



Our Learning in Reception

Summer Term

Our topics are “What is in our wonderful world?” and “How do we have fun in the Summer?”

Literacy

Our learning will include some of the following texts:

- Monkey Puzzle, by Julia Donaldson;
- Rainforests, a non-fiction text;
- Walking Through the Jungle, by Julie Lacome and Debbie Harter;
- Rumble in the Jungle, by Giles Andreae;
- There’s a Rang Tan in my Bedroom, by James Sellick;
- The Frog Prince, a traditional tale;
- Lucy and Tom at the Seaside, by Shirley Hughes;
- Commotion in the Ocean, by Giles Andreae;
- Seaside Holidays Then and Now, a non-fiction text;
- Oceans, a non-fiction text;
- The Lighthouse Keeper’s Lunch, by Ronda and David Armitage;
- Rapunzel, a traditional tale.

Throughout the year, we have focus weeks on poetry. We read and sing rhymes and poems regularly. This supports the children’s understanding of rhyme, introduces new language, and helps to promote a love of poetry.

Throughout the Summer Term, we offer a range of opportunities to create writing, often using the above texts as our starting points. Throughout the provision areas we encourage the children to independently write using the letter sounds and tricky words they have learned in phonics.

We have daily whole class phonics sessions following the Essential Letters and Sounds programme. Children will learn 4 new sounds each week as well as harder to

read and spell 'tricky' words. In The Summer Term the children will learn Phase 4 and 5 phonics.

As the children learn new letter sounds they will be given the opportunity to practise blending the sounds into words in simple texts and sound books. Small groups will read in Guided Reading sessions.

Maths

Summer Term Reception Maths Objectives (from Development Matters 2021)

- Count objects, actions and sounds;
- Subitise;
- Link the number symbol with its cardinal number value;
- Count beyond ten;
- Compare numbers;
- Understand the 'one more than/one less than' relationship between consecutive numbers;
- Explore the composition of numbers to 10;
- Automatically recall number bonds for numbers 0-5 and some to 10;
- Compose and decompose shapes so that children recognise a shape can have other shapes within it;
- Select, rotate and manipulate shapes to develop spatial reasoning skills.

Children will be given the opportunity to explore numbers in depth and detail, for example, exploring and consolidating their knowledge of number bonds to 5 and 10, exploring addition and subtraction with objects, then numbers, introducing mathematical symbols such as +, - and =, doubling and halving objects and numbers, problem solving with numbers to 10, and counting in steps of 2s, 5s and 10s.

In addition to our daily number work, we will also be learning about space, shape and measures, for example, using positional and directional language in PE lessons, exploring shape by building with small and large blocks, using the language of time as we talk about days of the week or what we did at the weekend, and comparing capacity, length and weight using sand, water, malleable materials and non-standard measures such as blocks or counters.

Communication and Language

'Children's language underpins all seven areas of learning and development. Children's back and forth interactions form the foundations for language and cognitive development. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's

language effectively.’ (*Statutory Framework for the Early Years Foundation Stage – March 2021*)

Children in Reception have a daily story time and regularly sing songs and rhymes.

Children have the opportunity to develop their language skills through role play, storytelling, imaginative play, and conversation with their friends and the adults in the school.

Children will be learning to:

- understand how to listen carefully and why listening is important;
- re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words;
- use new vocabulary – talking about new and interesting words and what they mean;
- articulate their ideas into well-formed sentences;
- connect one idea or action to another using a range of connectives;
- use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen;
- ask questions to find out more and check they understand what has been said to them;
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development (Relationships Education)

Children in Reception class will be learning:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children’s rights are universal, and that their own rights and the rights of others should be respected;
- to express their feelings and consider the feelings of others;
- to identify and moderate their own feelings socially and emotionally;
- to see themselves as a valuable individual and that it’s ok to be different;
- to understand how to build their Characteristics of Effective Learning such as persistence, curiosity and imagination, and to develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- ‘Growing Up’ – developing resilience, perseverance, and independence;

- 'Moving On' – setting goals and feeling proud of achievements and taking care of our local environment and wider world.

Physical Development and Physical Education

In Reception class we focus on fine motor skills and gross motor skills.

Gross motor skills are developed through PE sessions and physical play, including large construction outdoors, bikes, using the trim trail, and playing games.

Fine motor skills are developed through a wide variety of activities and resources including playdough, painting and drawing, pegboards, and Dough Disco.

Children will practise letter formation in daily phonics and weekly handwriting sessions. In preparation for Year 1, we will focus on writing on lines and look at consistent letter size, including ascenders and descenders.

In our PE sessions this term we will continue to develop games skills, including playing team games, and explore travelling and balancing on apparatus in Gymnastics.

We will also continue to talk about health and wellbeing, including oral hygiene, healthy eating and how to self-regulate emotions.

Children will develop knowledge and skills, to include:

- refining their fundamental movement skills, such as running and jumping;
- progressing towards a more fluent style of moving, with developing control and grace;
- developing the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming;
- confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group;
- further developing and refining a range of ball skills including throwing, catching, kicking, passing, batting, and aiming;
- developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball;
- being independent with dressing and personal hygiene.

Understanding the World

Our learning in this area of the curriculum provides the foundation for Science, Geography and History in Key Stage 1.

Our learning in this area will focus on:

- What different kinds of places are there in the world?
- Which animals live in different places?
- How can I find out about the past?
- How did people travel in the past?
- What were holidays like in the past?

Religious Education

Our focus areas this term are 'Special Places, Objects, Music and People' from Christianity and Buddhism. We will learn about special buildings, such as a church, and what special objects are inside. We will learn that people have different beliefs and celebrate special times in different ways.

Expressive Art and Design

Our learning in this area of the curriculum provides the foundation for Art, and Design and Technology in Key Stage 1.

Our learning in this area will focus on "Animals" and "The Seaside".

We will explore a range of techniques to create representations of animals including painting, drawing, collage, and sculpture. We will look at the artist Henri Rousseau.

Then we will explore a range of techniques to create representations of the sea and sea creatures, including painting with hot and cold colours, drawing, collage, and sculpture. We will look at the artist Hokusai.

Expressive Art & Design - Music

Our themes in our music sessions will be 'Travelling Around' and 'Holidays and the Seaside'.

We will first explore singing as a class, pulse, and creating instrumental, vocal and body percussion sounds. Then we will continue to explore instrumental and vocal sounds, create a sound story, and celebrate World Music Day.

We will also listen to, move, talk about, and create visual representations of "The Flight of the Bumblebee" by Rimsky-Korsakov, and Vivaldi's "Summer" from "The Four Seasons".