

## Personal, Social & Emotional Development

**Self-Regulation:** The children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They will begin to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. The children will also give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self:** The children will learn to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will also be able to explain the reasons for rules, know right from wrong and try to behave accordingly. The children will also manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships:** Finally, the children will work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.

**Relationships Education; TenTen: Created and Loved by God** - the story of creation, our personal uniqueness and self-acceptance. *Created to Love Others* – exploring family and friend relationships and keeping safe. *Created to live in a community* - we are designed to love God and love one another in our wider communities.

## Communication & Language

**Listening, Attention and Understanding:** The children will 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. They will also make comments about what they have heard and ask questions to clarify their understanding. The children will also hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking:** The children will continue to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. The children will also be able to 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 adults in the classroom.

## Physical Development

### Gross Motor Skills:

The children will negotiate space and obstacles safely, with consideration for themselves and others and demonstrate strength, balance and coordination when playing. They will also move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills:

The children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They will also be able to use a range of small tools, including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing.

**PE: Dance Dinosaurs & Games: The Olympics**

## Spanish

Children can understand and respond to simple Spanish instructions and use single words or short phrases to communicate. For example, "¿Puedo tomar agua, por favor?" (Can I have a drink of water, please?)

## Literacy

### Comprehension:

The children will demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will also anticipate – where appropriate – key events in stories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading:

The children will say a sound for each letter in the alphabet and at least 10 digraphs and read words consistent with their phonic knowledge by sound-blending. They will also read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing:

The children will write recognisable letters, most of which are correctly formed and spell words by identifying sounds in them and representing the sounds with a letter or letters. They will also become increasingly confident at writing simple phrases and sentences that can be read by others.

## Mathematics

**Number:** The children will have a deep understanding of number to 10, including the composition of each number and be able to subitise (recognise quantities without counting) up to 5. The children will also 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.

**Numerical Patterns:** The children will verbally count beyond 20, recognising the pattern of the counting system and compare quantities up to 10 in different contexts. The children will recognise when one quantity is greater than, less than or the same as the other quantity. They will also explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Expressive Arts & Design

### Creating with Materials:

The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. The children will also share their creations, explaining the process they have used. The children will make use of props and materials when role playing characters in narratives and stories. e.g., creating binoculars to become animal explorers.

### Being Imaginative and Expressive:

The children will continue to invent, adapt and recount narratives and stories with peers and their teacher. They will also sing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

**ART:** Sculpture and 3D – Creation Station

**DT:** Structures – Boats

## Religious Education

**Pentecost – Serving: Good News:** The children will learn that everyone has Good News to share and about Pentecost: the celebration of the Good News of Jesus.

**Other Faiths – Islam:** To explore Islamic celebrations, signs & symbols To explore how and when Muslims pray.

**Reconciliation – Inter-relating: Friends:** The children will learn that we can make friends and understand that Jesus had good friends and what Jesus tells us about friendship.

**Universal Church – World: Our World:** The children will learn what we love and wonder about our world and understand that God gave us this wonderful world.

**Values: Grateful & Generous Attentive & Discerning**

## Understanding the World

### Past and Present:

The children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class e.g. we will look at dinosaurs and animals that have become extinct during our topic work.

### People, Culture and Communities:

The children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. This will link with our topic when looking at Animals from different parts of the world and linking it to the story of 'Handa's Surprise'.

### The Natural World:

The children will continue to explore the natural world around them, making observations and drawing pictures of animals and plants. The children will explore a range of animals from different animal groups e.g. mammals and reptiles and be able to describe some of the different features of these animals. The children will then be able to apply this knowledge when we head out on our school trip to 'Noah's Ark Zoo Farm' but identifying and classifying animals.

**SCIENCE:** Biology – Animals and Plants

**GEOGRAPHY:** Exploring Maps – Outdoor Adventures

**HISTORY:** A Peak into the Past – Adventures Through Time

**COMPUTING:** Programming 2 – BeeBots & Introduction to Data

## RECEPTION Summer Term

## All Around the World Then and Now

