
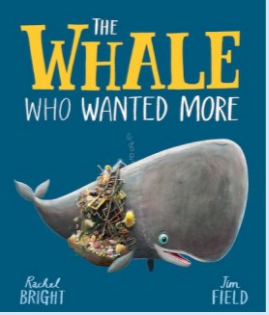










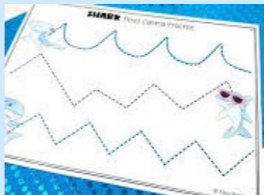
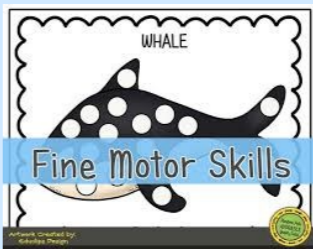









Reception Summer 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
									
Area of learning		Drawing club vocab:	Ocean, mysterious, immeasurable, unexplored, murky, shadow, insignificant	Shimmering, reflect, peaceful, gliding, effortless, luminous	Protect, habitat, survive, pollution, foaming, smooth, littering	Powerful, mighty, enchanting, graceful, invisible, resilient, serene	Unpredictable, prowling, jagged, courageous, swaying, tangle, Scuba diver	Desire, relentless, adamant, enclosed, recycle,	Churning, restless, infinite, bubbling, camouflaged, floating, sleek
	Other stories to share:		The Last Marshmallow The Squirrels Who Squabbled One Hungry Cat The Doorbell Rang Ness the Nurse The Gingerbread Man Missing Mittens		I See a Pattern Here Pattern Fish and Pattern Bugs Art Forms in Nature Rosie's Walk What the Ladybird Heard We're Going on a Bear Hunt Martha Maps It Out The Secret Path by Nick Butterworth Me on the Map by Joan Sweeney		Billy's Bucket Mr Gumpy's Outing How Many Legs? Ants Rule: The Long and Short of it Who Sank the Boat? You Can't Take an Elephant on the Bus		
	Objectives (Development Matters)	Key Vocabulary (areas of specific learning)							

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</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; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - 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>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: Retell our story. Animal names and facts</p> 	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: story retelling props</p> 	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Adult led: model conversation about recycling and the impact litter has on our oceans. Add litter to the water tray and adult to scaffold conversation</p>	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: Retell our story. Using key vocabulary</p> 	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: Retell our story. Using key vocabulary</p> 	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: Retell our story. Using key vocabulary</p> 	<p>Adult led: daily story time/drawing club sharing stories – asking questions, turn taking conversations</p> <p>Adult led: weekly focus vocabulary. Adults to model use in provision</p> <p>Adult led: drawing club – oracy speaking in sentences using sentence stems to model</p> <p>Child led: Retell our story. Using key vocabulary</p> 
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<p>Personal Social Emotional Development</p> <p>KAPOW – Managing my self well being</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged</p> <p>Show independence, resilience and perseverance in the face of challenge;</p> <p>Manage their own basic hygiene and personal needs</p> <p>Work and play cooperatively and take turns with others</p>	<p>Exercise, body, feel, healthy, balance, diet, relaxation, care, safe, unsafe, roads, safety, vegetables, fruit,</p>	<p>Adult led: What is exercise?</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Throughout provision adults model language for waiting using praise. Use now/next</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: Yoga and relaxation</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Throughout provision adults model language for waiting using praise. Use now/next</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: Looking after ourselves</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Throughout provision adults model language for waiting using praise. Use now/next</p> <p>Child led: How do I care for myself (draw things I do – ie. Wash, eat)</p>	<p>Adult led: being a safe pedestrian</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: Eating Healthy</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Child led: sorting healthy and unhealthy foods</p> <p>Adult led: DT link (tasting fruit)</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: A rainbow of food</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Adult led: DT link (making smoothies)</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: DT link (making smoothies)</p> <p>Adults to model turn taking and playing with peers</p>	<p>Adult led: DT link (making smoothies)</p> <p>Throughout provision adults to model approaches when challenges occur.</p> <p>Adults to model turn taking and playing with peers</p>
<p>Physical Development</p> <p>Gross Motor</p> <p>REAL PE R/Y1 Unit 6: Fitness Ball Chasing and Floor work</p> <p>- Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Warm up: hairy scary woods Skill: exploring ball chasing Skill application: two cheeky squirrels</p>	<p>Warm up: hairy scary woods Skill: ball chasing Skill application: two cheeky squirrels</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model moving and lifting equipment</p>	<p>Warm up: hairy scary woods Skill: ball chasing Skill application: collecting nuts for winter</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model jumping off from obstacles safely</p>	<p>Warm up: little kitties time to play Skill: exploring floor work Skill application: Hungry Caspar Cat</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model jumping off from obstacles safely</p>	<p>Warm up: little kitties time to play Skill: floor work Skill application: Hungry Caspar Cat</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model moving around obstacles in different ways/speeds</p>	<p>Warm up: little kitties time to play Skill: floor work Skill application: Create a cat</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model moving around obstacles in different ways/speeds</p>	<p>Warm up: little kitties time to play Skill: floor work Skill application: Create a cat</p> <p>Child led: access to outdoor provision – a range of planks, crates, tyres to build obstacle courses (including lifting and moving)</p> <p>Adult led: support and model moving around obstacles in different ways/speeds</p>	<p>Consolidation</p>	<p>Consolidation</p>

	<p>Fine motor:</p> <p>Handwriting focus:</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. <p>Uses pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>Daily fine motor and handwriting (see writing)</p> <p>Child led: use pegs to make a sea creature</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>child led: use pipettes to colour the pads</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>Child led: can you clean the sea? Catch and move the rubbish</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>Fine motor: use tweezers to make a jellyfish</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>Fine motor: cutting skills – cut the sharks tracks</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>Child led: add the pom poms to the whales</p> 	<p>Daily fine motor and handwriting (see writing)</p> <p>Fine motor: thread the beads on to the sea creatures</p> 	
			Access to at all times:		Rolling pins, paint brushes, scissors, playdough tools, scissors, cutters,				
Reading - Rocket Phonics	<p>Phase 3</p> <p>Read some digraphs</p> <p>Read some simple phrases and sentences</p>	<p>GPCs: /ai/ as ay, a-e</p> <p>Tricky words/Spellings – come, do, so</p>	<p>GPCs: /ai/ as a /f/ as /ee/ as e-e</p> <p>Tricky words/Spellings – were, when</p>	<p>GPCs: /ee/ as ie /ee/ as ea</p> <p>Tricky words/Spellings – have, there</p>	<p>GPCs: consolidate wh, ph, ay, a-e,</p> <p>Tricky words/Spellings – out, like</p>	<p>GPCs: consolidate a as /ai/, e-e, ie, ea,</p> <p>Tricky words/Spellings – little, what</p>	Consolidation	Consolidation	
Reading comprehension	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> - 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 		<p>Daily story time</p> <p>Daily drawing club</p> <p>1:1 reading – wordless/word books – dependent on individual level</p>						
Writing	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	<p>Drawing club x 4 weekly</p> <p>Daily phonics</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	<p>Handwriting focus: (Individual target and progress) patterns/shapes assessment</p> <p>Daily Phonics follow up task</p> <p>Daily mark marking/writing opportunities throughout provision</p>	
		Access to at all times:	Paper, pens, pencils, tripod pencils, sound mats, hfw, name cards, flash cards, envelopes, daily mark making opportunities						

Maths –	<p>White Rose Maths (small steps) Have a deep understanding of number to 10, including the composition of each number; 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. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	Share, group, equal, unequal, odd, even, double, rules, patterns, maps, routes, positions, repeat, repetition	<p>Sharing and grouping</p> <ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles 	<p>Visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes of constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations 	<p>Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships 	Consolidation		
	Access to at all times in provision,	Number tracks, counters, sand timers, tens frames, five frames, numicon, number cards, shapes, tens frames, numbers in provision areas (phone etc)						
Understanding the World	<p>The World EY. Animals (Developing Experts) Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences 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>	Animals, living, non-living, live, survive, need, want, live, habitat, food, lived, farm, ocean, extinct,	Adult led: Learn that animals are living things	Adult led: Discover where animals live and what they need to survive	<p>Adult led: Explore where birds live and what they need to survive</p> <p>Child led: scooping and sorting rubbish from the water tray to clear and sort</p>	Adult led: learn about farm animals	Adult led: learn about dinosaurs that lived on earth	Adult led: Learn about animals that live in the ocean

	<p>People and Communities C1.3 How we can make good choices? 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 and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Commandments, consequence, rule, guidelines, Pillars of Islam, Zakat, Shahadah, Sikh, gurdwara, Langar, Buddhist, Buddha, Karma, atman, Ganesh, dana Other key words: choice, compliment, positive, negative, obey,</p>	<p>How do our school rules make our school a happy place?</p>	<p>What do we do to show that we are keeping to the rules?</p>	<p>Does it matter if we keep to the rules?</p>	<p>What are the Ten Commandments?</p>	<p>What are the Five Pillars of Islam?</p>	<p>How do Christians/Buddhists/Hindus /Muslims/Sikhs make good choices?</p>	<p>What do religious and non-religious stories say about rules and guidelines?</p>
	<p>Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						<p>Adult led: share stories on dinosaurs. What was it like when dinosaurs were alive? How is it the same/different?</p> <p>Child led: create dinosaur fossils</p> 	<p>Adult led: Children to share pictures of them at the seaside. Adults to share old pictures. How is it the same/different?</p> <p>Child led: children to create their own seaside pictures</p>	
<p>Expressive Arts</p>	<p>Craft and design: Woven Wonders Seasonal crafts 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>	<p>Measure, choose, arrange, fix, materials, plaiting, threading, knotting, techniques, art, weave, artwork</p> <p>Blend, blender, chopping board, cut, compare, taste, healthy, fruit, design,</p>	<p>Adult led: is it art?</p>	<p>Adult led: Wool Wrapping</p> <p>Child led: use paint to create a rainbow fish</p> 	<p>Adult led: Explore thread</p>	<p>Child led: create a jelly fish</p> 	<p>Adult led: warp and weft Child led: create a shark</p> 	<p>DT: Making Smoothies</p> <ul style="list-style-type: none"> - Fruits - Growing <p>Cutting and juicing</p> <p>Child led: create a whale</p> 	<p>DT: Making Smoothies</p> <ul style="list-style-type: none"> - Testing - Making - Evaluating <p>Adult led: fibre art</p> <p>Child led: create an under the sea picture</p> 

		Access to at all times:		Wax crayons, pencils. Craft resources, paper, stencils, felt tips, pencil crayons, paint, junk modelling materials, coloured paper, glue, tape, whole puncher					
Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Charanga (2-year cycle) Cycle A Rhythm adventure	Listen and respond: ABC song Warm up: different sounds Sing: ABC Listen and respond: The seashore What can I hear?	Listen and respond: ABC Compose Rhythms: syllables Sing: ABC	Listen and respond: ABC Compose Rhythms: syllables Sing: ABC	Listen and respond: The Bear went over the mountain Warm up: hum Sing: The Bear went over the mountain	Listen and respond: Bear went over the Mountain Sing: (as above)	Listen and respond: The Bear went over the mountain Sing: (above) Video a performance	Revisit favourite songs	
	Charanga (2 year cycle) Cycle B Highs and lows	Adult led: Music is in my soul: listen and sing Explore pitch – listening and movement activities Match pitch	Adult led: Music is in my soul: listen and sing Understanding pitch patterns	Adult led: Sound detectives Listening to different sounds and deciding on pitch – high, middle, low	Adult led: Percussion Patterns Listen to fly me to the moon – identify rising and falling phrases	Adult led: Compose and refine Children to build on their compositions	Adult led: Perform and celebrate Performance of compositions	Revisit favourite songs	