

Reception Summer Term 2						
Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
<p>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.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.
Literacy				White Rose Maths		
Word Reading	Comprehension	Handwriting	Composition			
<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.]• Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 		<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. 			
Understanding the World			Expressive Arts and Design			
Past and Present	People Culture and Communities	The Natural World	Creating with Materials		Being Imaginative and Expressive	
<p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> • 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 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. 	<p>Art ELG: Draws a variety of objects with increased detail and shapes, some based on detailed observations.</p> <p>Selects own painting techniques, resources and tools to create representations.</p> <p>Explores which primary colours are mixed to make secondary colours.</p> <p>Explains the process they went through when making and the choices they</p>		<p>ELG - Invents, adapts and recounts narratives and stories with peers and their teacher. Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes poems and stories with others and (when appropriate) tries to move in time with music.</p> <p>Imagination and Creativity Uses available resources to create props to support role play.</p> <p>Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have</p>	

encountered in books read in class and storytelling.	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.	<ul style="list-style-type: none">Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<p>made.</p> <p>Returns to and builds on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Creates collaboratively sharing ideas, resources and skills.</p> <p>Effectively selects own resources and fixings for their desired project.</p> <p>Beginning to understand and show some awareness of stability and balance when adding 3D components together.</p> <p>Explains the processes they went through whilst making and the choices they made.</p> <p>Evaluates and edits their work throughout the making process.</p> <p>ELG: Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Shares their creation, explaining the process they have used, makes use of props and materials when role playing characters in narratives and stories.</p> <p>Multimedia Creates collaboratively sharing ideas, resources and skills.</p> <p>Design Technology Textiles- Weaving Knows that a design is a way of planning our idea before we start. Knows that threading is putting one material through an object. Know that weaving uses the under- over technique.</p> <p>ELG: Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function</p> <p>Share their creations, explaining the process they used</p> <p>ELG (Fine motor) Use a range of small tools, including scissors and cutlery</p>	<p>different roles.</p> <p>Plans and communicates collaboratively about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices'.</p> <p>Musical Development: Vocalising and singing Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Musical Development: Moving and Dancing Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually or in small groups.</p> <p>Musical Development: Exploring and Playing Keeps a steady beat whilst playing instruments: his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> <p>Plays along to the beat of the song they are singing or music being listened to.</p> <p>Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.</p>
--	--	--	---	---