

Reception Summer Term 1						
Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
Social Rules of Listening Shows that they have listened by adding to something the speaker has said. Decides whether they agree or not with the points made by the speaker. Responds to other pupils’ opinions. Listening to what is read with understanding Builds a picture in the mind about the story (and expresses this). Listening, retelling, recounting and performing Listens to and talks about stories to build familiarity and understanding. Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words. Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listening and Learning Can use simple questions. Ask questions to find out more and to check they understand what has been said to them. Listening to follow instructions Follows a series of instructions directed to them as a group. Begins to express own opinions and justify them.	Voice (physical) Explores new vocabulary, sounds and intonation. Responds to others by building on what the speaker has said. Contributes purposefully to a class discussion. Semantics Listens to and talks about stories to build familiarity and understanding. Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words. Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Sentence structure/ Grammar Articulates their ideas and thoughts in well-formed sentences. Vocabulary ELG - Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Control: ELG - Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). Uses a range of small tools, including scissors, paintbrushes, and cutlery. Begins to show accuracy and care when drawing.	Physical: Gross motor skills. ELG: Negotiates space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	Behaviour: Talks with others to solve conflicts independently. Distances oneself from any unpleasant or inappropriate behaviour by others. Awareness of own feelings: Manages a range of emotions in a classroom setting. Other’s feelings (empathy) <i>Begins to understand how others might be feeling, to show empathy.</i> Challenge: Uses resources appropriately and with purpose. Engagement: Beginning to follow instructions with more than one step independently even when attention is focused on something else. Begins to understand how others might be feeling, to show empathy.	Confidence: Shows confidence and resilience in the face of an unfamiliar activity or situation. Resilience: Shows resilience and perseverance in the face of challenge. Following Rules Recognises how and when they meet the behaviour expectations. Making Choices: Confidently supports peers to make choices in order to complete a successful outcome. Personal Health: Gets dressed and undressed independently. Might need help with tricky items, e.g., buttons. Talks about why we make healthy choices. Begins to use cutlery independently. Increased confidence and resilience and this can include supporting peers.	Relationships/co-operation <i>Takes steps to resolve conflicts with other children, e.g., finding a compromise.</i> Play <i>Tries to include others in their play who may be reluctant to participate.</i> Attachments <i>Expresses their gratitude and congratulates others for their kindness, e.g., when they help, support you.</i> Aware of own needs <i>Starts to control their emotions in order to not affect their friends.</i> Sensitivity to other’s needs <i>Starts to identify how best to respond to another individual when that individual is expressing emotion.</i> Starts to understand the needs of other children and their own feelings. Jigsaw Link:
Literacy				White Rose Maths		
Word Reading (Anima Phonics)	Comprehension	Handwriting	Composition	To 20 and Beyond	How Many Now?	Manipulate, Compose and Decompose
Phase 5A: Each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week. Phase 5A: ai/ay ee/ea igh/ie	Talks about their favourite book. Re-reads books to build up their understanding and enjoyment. Answer simple sequencing questions.	Continues to develop correct letter formation using the Anima Phonic mnemonics.	I can write phrases and short sentences with support. I can begin to spell some Rainbow words.	-Build numbers beyond 10 (10-13) -Continue patterns beyond 10 -Build Numbers beyond 10 (14-20) -Verbal counting beyond 20 -Verbal counting patterns	-Add more -How many did I add? -Take Away -How many did I take away?	-Select shapes for a purpose -Rotate shapes -Manipulate shapes -Explain shape arrangements -Compose shapes -Decompose shapes

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Reads and identifies Rainbow words: their, are, her, his, said, like	Answers prediction questions based on what has happened so far. Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.	Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs Begins to position letters on a line.	I can begin to punctuate sentences with a capital letter and full stop.			-Copy 2D shape pictures
Understanding the World			Expressive Arts and Design			
Past and Present	People Culture and Communities	The Natural World	Creating with Materials		Being Imaginative and Expressive	
Shows an understanding of the passing of time through the life cycle of plants, animals and mini beasts. Sequences the basic stages of human life cycle (Year 1). Begins to organise/sequence their own story ideas on a story map using story stems structure as support, including the vocabulary first, next, after that and finally.	Religious Education Knows the landmark buildings (including places of worship) in the local environment and discusses their importance. Locational Geography Knows the landmark buildings (including places of worship) in their local environment and discusses their importance. Geographical Knowledge Draws own plans/maps of immediate environment. Similarities and Differences _ Foci: Application of observation. Makes inferences about locations in books based on previous knowledge or experiences: <ul style="list-style-type: none">• clothing worn• buildings• foods• weather• animals• landscape Identifies some features of personal significance and some features that others find significant.	‘Our Beautiful Planet’ Identify and name some plants Identify and name plant parts Explore what helps seeds grow. Explore some ways to look after our natural planet Working Scientifically Selects equipment to help them follow their own enquiry of interest, for example, which mini beasts live in the playground? Records observations in a number of ways; drawings, written work, photographs. Similarities and Differences <u>Foci: Observation of change over a period.</u> Records observations to enable changes to be observed. Shows an understanding of the passing of time through the life cycle of plants, animals, and mini beasts. Sequences the basic stages of human life cycle. Starts to talk about the passage of time in relation to changes.	Art ELG: Draws a variety of objects with increased detail and shapes, some based on detailed observations. Selects own painting techniques, resources and tools to create representations. Explores which primary colours are mixed to make secondary colours. Explains the process they went through when making and the choices they made. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. Creates collaboratively sharing ideas, resources and skills. Effectively selects own resources and fixings for their desired project. Beginning to understand and show some awareness of stability and balance when adding 3D components together. Explains the processes they went through whilst making and the choices they made. Evaluates and edits their work throughout the making process. 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. Multimedia Creates collaboratively sharing ideas, resources and skills. Design Technology ELG: Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function	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. Imagination and Creativity Uses available resources to create props to support role play. Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party. Creates scenarios in collaboration with others where they have different roles. Plans and communicates collaboratively about their play. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'. 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'. Musical Development: Vocalising and singing Sings in a group or on their own, increasingly matching the pitch and following the melody. Sings the pitch of a tone sung by another person (pitch match). Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Musical Development: Moving and Dancing Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum. Replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs.		

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			<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>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>
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