RECEPTION

SUMMER TERM
EARLY LEARNING GOALS

Communication and Language

Listening, Attention and Understanding:
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.
Make comments about what they have heard and ask questions to clarify their understanding.
Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.
Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making the use of conjunctions, with modelling and support from the teacher.

Literacy

Word Reading:
Say sounds for each letter in the alphabet and at least 10 diagraphs.
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.

Writing:
Write recognisable letters, most of which are currently formed.
Spell words by identifying the sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Comprehension:
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, non-fiction, rhymes and poems during role play.

Physical Development (P.E.)

ELG: Gross Motor Skills:
Negotiate 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.

ELG: Fine Motor Skills:
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.

Maths

Number:
Have a deep understanding of Number to 10 including the composition of each number.
Subitise (recognise quantities without Counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 and some number bonds to 10 including double numbers.

Numerical Patterns:
Verbally count to 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognise when one quantity is greater than, less than and the same as the other quantity.

Trips

Summer Trip – Bocketts Farm with Year 5 partners (PSED)

Personal, Social and Emotional Development (PSHE)

Self-Regulation:
Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
They will develop their ability to 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.
Managing Self:
Children are encouraged to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will explain the reasons for rules, know right from wrong and try to behave accordingly. They 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:
Children will work and play cooperatively and take turns with others. They will consider how to form positive attachments to adults and friendships with peers, as well as show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials:
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.

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.

Understanding the World

The Natural World:
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.
Understand some important processes and change in the natural world around them, including the seasons and changing states of matter.
Past and Present:
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.
People, Culture and Communities:
Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.
Discuss known similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

Religious Education (R.E.) - Taught in line with the New RED

To the ends of the Earth
Celebrating the Good News. Understanding that Pentecost is a special celebration in the Church. Learning that Sunday is a special day for the Church, and it is a place where the parish family meet to celebrate.

Dialogue and Encounter

-**Dialogue**
Learning about the life of St Peter and St Paul, friends of Jesus. Ask a local parishioner to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.

-**Encounter**
Learn about another religion- compare similarities and differences. Encounter music, food, smells, tastes and clothing to enrich experiences.

Computing

Project Evolve: Online Bullying - Spot the Difference:
I can describe ways that some people can be unkind online.
I can offer examples of how this can make others feel.

Coding:
To be able to create simple codes.
To know a code is a set of instructions to make something work.
To be able to complete instructions.
To recognise if the instructions will not work.

Project Evolve: Self-Image and Identity - Responses and reactions:
I can recognise that I can say 'no' / 'please stop' / 'Ill Tell / I'll ask' to somebody who asks me to do something that makes me feel sad or embarrassed or upset.

Combining images and text:
To be able to select pictures of interest to me.
To be able to write sentences about the pictures.
To use my sounds carefully.
To overlap writing on top of pictures.
To create label lines to talk about parts of a picture.

In-House Activities

Church Visits for Mass
Sports Day
Malawi Day
Book Fair
Art Exhibition
Wellbeing Week
Healthy Eating Week
Teddy Bears' Picnic Day with Year 5 partners
Graduation Assembly