

Personal, Social and Emotional Development:

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to the needs of others.

Children are aware of their class and other classes within the school. Children are aware of who is in their family linked to three bears story.

Children can retell traditional and familiar stories together. Children work together in small group and larger group activities. Literacy, topic, PSED, THRIVE, adult focused, continuous provision.

Show and understating of their own feelings and those of others.

Children to talk about the different characters and their feelings (from traditional tale stories). Children to learn how and why the characters may feel certain ways and how they could help the characters to deal with their feelings and emotions. PSED, THRIVE, adult focused, continuous provision.

Explain the reasons for rules.

Children are aware of the rules and can explain why they are important. Circle time, PSED, Thrive, adult focused, continuous provision.



Reception – Summer 1

Communication and Language:

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 teachers.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during who class discussions.

Make comments about what they have heard and ask questions to clarify their understanding.

Children talk about the traditional tales and familiar stories offering answers to questions about them. Children are able to respond in full sentences using conjunctions. Children are aware of, and use correctly past, present and future tenses. Literacy Sessions, Story Session, Adult focused activities, continuous provision.

Physical Development:

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate balance, strength, co-ordination. Move energetically, such as running, jumping, hopping, skipping and climbing.

Children to safely explore a range of large physical development apparatus. Children are able to use large outdoor apparatus. Children are able to explore the indoor and outdoor environment using their developing skills.

PE Sessions, Gross Motor Sessions, Outdoor Provision.

Hold a pencil in preparation for fluent writing. Use a range of small tools.

Children are able to form all lower case letters correctly. Handwriting, Literacy, Fine Motor, Continuous provision, adult focused, indoor and outdoor provision.

Children are able to use a range of fine motor tools to write, mark make, grip, twist, pinch and cut a variety of materials. Adult focused, Continuous provision, indoor and outdoor activities.

Begin to show accuracy and care when drawing.

Children are able to draw representations of the traditional and familiar stories. Adult focused, Continuous provision, indoor and outdoor activities.

E Safety Curriculum Links:

Managing Information Online: I can talk about how to use the internet as a way of finding information online. Online Relationships: I can recognise some ways in which the internet can be used to communicate.

Literacy:

Demonstrate and understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories and during role play.

Children to retell traditional and familiar stories through drama, role play, puppets, small world etc. **Adult led, literacy sessions, topic sessions, continuous provision, story time.**

Anticipate key events in stories.

Children to predict what might happen next in traditional and familiar tales. Children to recreate their own endings to stories. **Adult led, literacy sessions, topic sessions, continuous provision, story time.**

Read words consistent with their phonic knowledge.

Say a sound for each letter in the alphabet and 10 digraphs. Spell words by identifying sounds in them and representant the sounds with letters.

Children secure in application of phase 2 and 3 phonics sounds for reading and writing.

Write simple sentences and phrases that can be read by others. Read aloud simple sentences and books that are consistent with their phonic knowledge.

Children secure in application of phase 2 and 3 phonics sounds for reading and writing.

Safeguarding Links:

Children to learn about how to keep themselves safe.

NSPCC Recourses



Reception – Summer 1

Understanding the World:

Talk about the differences between materials and changes they notice.

Children to mix ingredients to make food from the stories and comment on how they change when mixed and cooked. Adult led, Storytime.

Compare and contrast characters from stories, including figures from the past.

Know some similarities and differences between different religious and cultural communities within this country, drawing on their experiences and what has been read in class.

Children to explore books from different countries and settings. Children to discuss these. Children to notice similarities and differences. Family groups, continuous provision, adult focused activities.

EAD:

Invent, adapt and recount stories with peers and their teacher. Children to retell traditional tales and other familiar stories. **Adult led, continuous provision, role play.**

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 used.

Children to draw, paint, collage, create and experiment with a variety of media and materials to make representations of characters from stories, objects from the natural environment and the world around them.

Children to talk about what they have made, how they have made it and how they could make it better. **Creative sessions, continuous provision, topic sessions, adult led and continuous provision.**

Perform songs, rhymes, poems and stories with others, and try to move with the music.

Children to listen to the sounds in traditional tales. Children explore and make their own instruments to represent different parts of traditional tales. **Family groups, adult focused, story time, PE sessions, CP.**

Maths:

Automatically recall number bonds to five and some number bonds to ten.

Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally.

Please also see maths overview.