

Reception Focus Areas, Summer 1.

Literacy

Demonstrate an understanding of what has been read to them, or that they have read themselves by retelling narratives and using recently introduced vocabulary.

Write simple sentences which can be read by themselves and others.

C&L

Hold conversation when engaged in back and forth exchanges with their teachers and peers.

Beginning to understand humour eg nonsense rhymes and jokes.

Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.

Poetry Basket Poems: Sliced Bread, Five Little Peas, Thunderstorm

Key Texts

The Fish who could Wish.
Somebody Swallowed Stanley.
Sharing a Shell.
The Storm Whale.
Clean up.
Lucy and Tom at the Seaside



Physical Development.

Gross Motor: Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor: Forms a range of taught letters with accuracy and care. Dough Disco.

Squiggle me into a Writer.

PSED.

Understands their own feelings and those of others. Seeks ways to manage conflict eg holding back, negotiation, sharing or compromise.

Can explain the reasons for school rules, and talk about being ready, respectful and safe. Adapts behaviour accordingly in different environments around school and in differing situations such as lunchtime, assembly, playtime, PE and during carpet time.

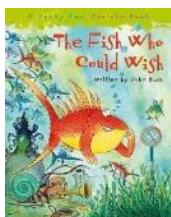
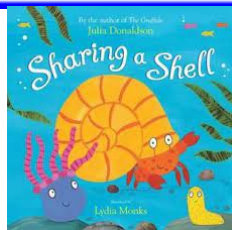
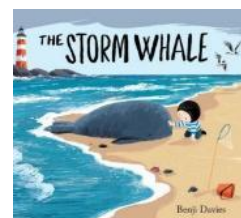
Show sensitivity to their own and others needs through their actions and words.

Understands that their words or actions can have an impact on others.

No Outsiders Story - Red Rockets and Rainbow Jelly.

Maths.

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek



Expressive Arts and Design.

Invent, adapt and recount narratives with peers and their teacher.

Uses combinations of art forms eg moving and singing, making and dramatic play, drawing and talking, construction and mapping.

Understanding The World.

Explaining the differences between life in this country and life in other countries which has been explored through books and media.

Comment on familiar images from the past, compare them to current images.

Understands about using the internet with adult support to investigate and find useful information.