

Half-termly Overview

Summer 1

Reception

Literacy

Word reading

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.

Comprehension

Demonstrate understanding of what has been read to them by retelling stories.
Anticipate key events in stories, using recently introduced vocabulary.

Writing

Write recognisable letters, most of which are correctly formed.
Write simple phrases or sentences that can be read by others.

The Write Stuff – Rainbow Fish, Bugs and Lost and Found.

Little Wandle Phonics

Phase 2/3/4
Read words consistent with their phonics knowledge by sound blending.

Communication and Language

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and answers.
Listen attentively and respond to what they hear and ask questions to clarify their understanding.

Speaking

Talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Offer explanations for why things might happen, making use of recently introduced vocabulary.

Understanding the World

Past and Present

To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
The Very Hungry Caterpillar. What did he eat in the past? Look at Caterpillars in the classroom. What were they like, what are they like now?

People, Cultures and Communities

Eid – how do Muslim people prepare for this special occasion?
Compare to other preparations for special events that the children are aware of.
Deaf Awareness - How do deaf people communicate? Children to build on signs that they already know and to learn new signs.
Walk to School Week – How can we help our community by walking to school?

The Natural World

Look at different habitats. Lifecycles. Explore a range of different animals.
Minibeast Factfiles. Observe the natural world, including animals and plants.

Religious Education - BUDISM/CHRISTIANITY/ISLAM/HINDUISM/SIKHISM

Theme: Storytime
KQ: What can we learn from stories?

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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Maths Focus:

To 20 and beyond – Building numbers above 10 and counting beyond 20.
How many now? – Adding and taking away.
Manipulate, Compose and Decompose – 2D and 3D Shapes.

Physical Development

Fine motor Skills

Use a small range of tools including scissors and paint brushes.
Hold a pencil effectively – using tripod grip in most cases.

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.
Know and talk about different factors that support overall health.

PE – Games Unit

To develop rolling a ball to a target.
To develop stopping a rolling ball.
To develop accuracy when throwing to a target.
To develop bouncing and catching a ball.
To develop dribbling a ball with your feet.
To develop kicking a ball.

Personal, Social and Emotional Development (PSED)

Self-Regulation

Show an understanding of their own feelings and those of others.
Begin to regulate behaviour according to recognising feelings of others.

Managing Self

Manage own basic hygiene and personal needs, including dressing and going to toilet.
Understand importance of healthy choices.
Explain reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships

Continue to develop constructive and respectful relationships.
Show sensitivity to own and to others' needs.

PSHE/RSHE – My Life

Why do we need rules?
What is a community?
Where do I live?
Can I recognise what I like, dislike and feel empowered to make real, informed choices?

Expressive Arts and Design

Creating with materials – Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play. (Making animal prints, symmetrical butterflies, designing and building a bug hotel, making bird feeders).

Being imaginative - Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. (Dancing along to a selection of minibeast songs, using sign language to perform a song.)

Charanga Music –Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Listen and Respond, Explore and Create, Singing, Share and Perform.