

Reception Planning Summer 2

Overall Theme: The Ocean



Possible lines of enquiry:

- Our planet
- Recycling
- Seaside

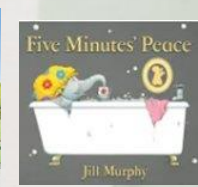
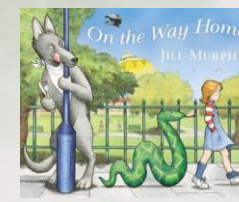
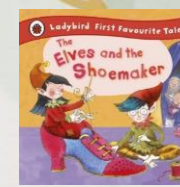
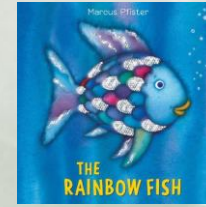
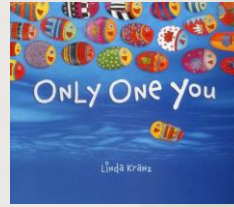
Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Favourite 5 books



Communication and Language

Children show good listening skills and can listen to one another, adults and new people with great skill. Children attend to others in play. Children show good levels of attention during learning tasks. Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.

Personal, Social and Emotional Development

Children show emotional maturity ready for the emotional resilience needed for KS1. Children can use reason and resolutions with other children to keep games and play fair. Children are developing in independence and can manage their behaviour in a range of situations in school. Children are proud of who they are and what they can do. They talk about themselves positively. Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey. Children know if they have hurt someone's feelings and will apologise without being asked. Children know some children might like or dislike the things they do and that it is okay. Children look after each other and want to help their friends.

Physical Development

Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing.

Play

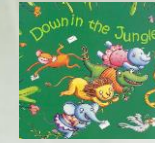
At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'learning through play'.

Literacy

Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy. Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can reread what they have written to check that it makes sense Consolidate set 2. Beginning to learn set 3 sounds if ready. Read tricky words Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs. Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop Make phonetically plausible attempts when writing unknown words that cannot be sounded out with taught knowledge. Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.

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Nursery Rhymes



Mathematics

Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Children will 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

Understanding the World

Children can order experiences that have happened to them and in stories they have read. Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these. Children can compare and contrast different places. Children show respect to one another and to animals. Children can create own maps using grid paper and symbols (x marks the spot treasure maps) Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)

Expressive Arts and Design

Performing songs, rhymes, poems and stories and moving in time with the music. Composing and adapting my own music using my voice and with instruments. Children discussing their work and the details used on their illustrations and showing lots of detail on these. Planning ahead on which colours they will use and giving a purpose and reason for the colours they've used. Children knowing what they want to paint and why using their imagination and feelings – they can explain why they've chosen their materials and how they may do it differently next time. Children printing pictures using the skills and knowledge learnt throughout the year. Children printing pictures using the skills and knowledge learnt throughout the year. Children having the skills and understanding to use a range of tools and materials to join, assemble and build models and 3D work. Children using scissors to support them in their creations.

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.