



ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Year Group: Reception Summer Term 2

Prime-Personal, Social and Emotional Development

In PSHE we will be studying the Jigsaw theme "Changing Me". In RSE our unit of work is: Living in the Wider World.

Self-Regulation

Talk about the ways they have changed since starting in Reception. To predict and talk about how unexpected changes might make them feel.

Understand that some things stay the same in the face of change, and that uncomfortable feelings don't last forever.

Talk about how changes in Y1 might make them feel. Express feelings about moving to Year 1.

Managing Self

Identify and can talk about environmental health and safety through seasonal change and its impact on our bodies and those of others e.g. safety in the sun, effects of pollen.

Building Relationships

To work alongside a range of children to select resources, develop an idea, and work together as a 'team'.

Theme: Home Sweet Home Habitats and Transition



Prime-Communication and Language

Listening and Attention

Reflect on stories by listening, responding and transferring knowledge of the immediate and beyond to activities/experiences. Listen and respond with own ideas, thoughts, feelings and plans. Be reflective, transferring, and applying learning theme, knowledge and specific vocabulary across a range of contexts.

Speaking

Combine fantasy or reality when describing or retelling stories. identify patterns, draw conclusions, explain effect, predict and speculate about a story and the characters. Recall more complex stories. Use talk with increased confidence and expression for a range of purposes and audiences. Retell stories and events, recount experiences, discuss story structures, ideas, actions and reactions, causes and effects.

Prime-Physical Development

In PE our GetSet4PE Unit of work is Games – Unit 2.

Fine Motor Skills

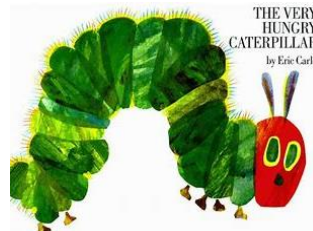
Develop and practise Handwriting and drawing skills in a range of contexts. Develop knowledge of how basic letters are formed- RWI. Use a wide range of tools safely and with increased accuracy. e.g. scissors, cooking utensils, woodwork tools, knife, fork, spoon, needle, clay tools, etc.

Gross Motor Skills

Experience a range of 'turning' activities – spin, rolls, turn over a bar etc. Jump over an object of a given height /across a given length. Negotiate space safely with consideration for myself and others. Play games with consideration of the rules and take turns. Throwing, catching, aiming, hitting, kicking controlling, small equipment with increasing skill and control from a stationary position and whilst moving. Use movement skills with developing balance and co-ordination.

Talk for Writing

Our Talk for Writing unit is "The Very Hungry Caterpillar"



Chant and act our story sequence. Change characters and events to create a new version through actions, language and writing.

Religious Education

In RE our units of work are People Who Help us and Prayer:

People Who Help us

Know some things about the work of the priest. Know that the church building is a special place. identify some artefacts in the church. Recall a few features from the celebration of Mass. Recall stories of Jesus that show him helping other people.



Prayer

Know that prayer is an important form of communication with God. Recall some forms of prayer and say why they are important. Take part in some in prayer liturgies and write some prayers of praise and thanks.





Specific-Literacy

Comprehension

As readers children will learn to:

Make predictions about a story anticipate, re-read and recite, what they think the story, rhyme or poem is about.

Use information texts to find answers to simple questions in relation to the learning theme (where, who, why, how)

Word Reading

Use a variety of cues to read accurately.

Apply phonic knowledge to decode words.

Re-read and recite stories and rhymes that are familiar to them and make changes.

Read more complex words making phonetically plausible attempts when reading more complex words, drawing on phonetic knowledge.

Build a bank of quickly read common exception words and high frequency tricky words, and apply this knowledge when reading a range of text

Writing

As writers children will learn to:

Begin to use story openings, endings and story language in writing.

Make phonetically plausible attempts when spelling more complex words and common exception words.

Form recognisable letters including lowercase, capitals and numbers.

Write grammatically accurate simple sentences confidently.

Write events/ ideas in a logical sequence.

Use appropriate vocabulary for a genre including some descriptive words, connectives, etc.

Specific-Mathematics

Number

As mathematicians children will learn to:

Count, write and order numbers in range to 20.

Explore number stories beyond 10 (e.g. story of 12, up to 15).

Work out by counting how many more are needed to make a larger number.

Count on from a given number when combining 2 groups of objects.

- Become familiar with language such as: *altogether, more than, fewer than, less, add, in total, sum of, take away, subtract, left, half, share, equal, how many?*

Recognise and use appropriate notation in addition and subtraction number sentences, accurately interpreting the symbols +, - and =

Numerical Pattern

Recognise and continue patterns linked to number such as odd and evens, multiplication patterns

Count aloud in 1s, 2s, 5s and 10s

Begin to recognise, find and name half of an amount.

Solve simple problems and puzzles in everyday activities with numbers to 20 and beyond, including money.

Begin to use division and multiplication language and understanding to share equally and count multiple, equal sets of objects.

Shape, space and Measure

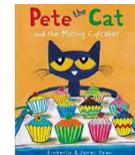
Name 2D shapes and describe properties

Explore shapes by creating pictures

Combine and separate shapes to make new shapes

Continue, copy and recreate repeating patterns

Make maps and discuss routes and location using words



Specific-Understanding the World

Past and Present

As historians children will learn to:

Sequence and order events in their own lives and people familiar to them in relation to the passing of time.

Explore and participate in effective transition events (YR/Y1), discuss and raise questions.

Explore and discuss a range of timelines and life cycles.

Natural World

As scientists and Geographers children will learn to:

Investigate living things, developing monitoring and observations skills.

Understand and talk about seasonal weather change (spring/summer)

Describe a few characteristics of summer (the hottest season, longer days, hot temperatures, summer holidays).

Understand and describe features of the natural environment through the seaside, sea, sand and rocks.

Observe and discuss different habitats and why animals live and exist where they do.

Explore different habitats – pond, desert, ocean, farm and woodland.

Name plants and animals that live in the different habitats.

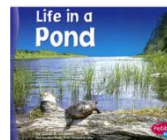
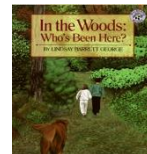
Observe and discuss different habitats and why animals live and exist where they do.

People and Communities

As Geographers children will learn to:

Explore different languages, dress and customs using a range of resources e.g. books and stories, artefacts, visitors, visits to local places of worship and cultural centres, photographs etc.

Explore the year 1 environment and find out about the practitioners.



Specific-Expressive Art and Design

Creating with materials

As artists and designer's children will learn to:

Independently join materials, selecting appropriate resources and tools.

Select and use tools safely and purposefully across the provision.

Begin to understand some of the tools, techniques and processes involved food preparation.

Being Imaginative and expressive

As dancer's children will learn to:

Continue to adapt and extend a repertoire of dances

As musician's children will learn to:

Appreciate, respond to and evaluate a performance, discuss themselves and others.

Learn about what makes a musical instrument.

Explore the four different types of musical instruments.

Follow a beat using an instrument.

Perform a practised song to a small audience.

Phonics –Read, Write, Inc



During this term children should be able to:

Read RWI **green** colour books

Recognise all of the **sounds** for each alphabet letter and more than one letter sounds : sh th ch ay ee igh ow oo

Reading for pleasure:

Children will continue to enjoy a wide selection of quality children's literature in school, linked to all areas of learning. Please continue to read regularly to your child at home to support their love of books and crucially their language and vocabulary development.

Partnership with Families Home Learning

We love to hear and see what the children are doing at home and to celebrate their achievement and successes outside of school. Please send in any photographs and certificates etc.

Termly homework project outlined in blue homework book.

Daily Reading, word pots, spellings and reading ladder.

Follow @StAnnesCP on Twitter to see regular updates and pictures of your child and events in school.

Maths counting, rhymes and activities.

Key Events

Sports Day

Father's Day

Moving into Year One

School trip to Hatton Country World

Continuous Provision

The children in Reception have daily access to our continuous provision in order to develop and embed a range of skills in all learning areas. We call this free choice learning time which also develops your child's Characteristics of Effective Teaching and Learning.

Playing and exploring – make independent choices.

Active learning – show resilience.

Creating and thinking critically – making links and problem solving.

Our language rich environment is supported by the adult play partner role. During this child led and child initiated learning your child has access to both outdoor and indoor provision. Opportunities include:

Outdoor – digging area, mud kitchen, sand play, water play, large scale activities e.g. construction, climbing frame, balance beams, ropes, fireman's pole, steps and slide, bikes, tunnels, growing area, prayer garden, writing opportunities e.g. paint brushes and water, chalk, reading, counting natural objects, problem solving, role play, instruments, investigation equipment e.g. magnifying glasses, binoculars.

Indoor – Sand play, water play, painting, play dough, small world play, arts and crafts, design and make, reading, writing opportunities and templates, maths opportunities and real objects to count, problem solve etc., role play, storytelling, puppets and props, construction activities, instruments, listening centre, ICT equipment.