



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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Tides of change

Year Group: EYFS **Teacher: Miss Jennings** **Summer Term 1**

Specific Areas	
Literacy	Maths
<p>Phonics The children in Reception will continue to take part in ELS Phonic lessons on a daily basis, where they will continue to consolidate learning as well as learning a number of new sounds. They will apply this knowledge within both their reading and their writing and will constantly guided upon correct sentence structure, grammar and basic spelling rules. We will be revising digraphs and trigraphs this term, in order to give the children greater confidence to apply this independently.</p> <p>Reading The children will have 1:1 reading with an adult at least once a week. The children will be given a home reading levelled book based upon their reading ability as well as a storybook of their choice from the school library. They will also have access to the reading area and have daily story reads as a whole class. Whilst reading they will apply their phonics to decode regular words and read aloud, but will also be encouraged to answer questions based upon what they have read and what they are able to infer from the text.</p> <p>Early Writing This term the children will be consistently encouraged to take part in 'independent writing' during both focus tasks and continuous provision. They will be encouraged to consider basic punctuation whilst writing and the importance of reading back their work to check it is legible and makes sense. They will continue to develop their use of adjectives to make their writing more interesting. In addition to this, they will have weekly handwriting lessons to ensure they are forming their letters correctly. During this time, they will also be encouraged to begin all letters in the correct starting position, to sit their writing on the line and to keep their letters at a consistent size.</p> <p>Key Literacy texts- Stella and the seagull- Georgina Stevens</p>	<p>Mastering Number To consolidate subitising skills To find alternate ways to make 5 To recap the numbers 6 to 9, understanding they are a '5 and a bit' in structure To recap that 10 can be composed of 5 and 5 To identify when 10 is shown using structured arrangements of objects To explore ways in which 10 can be composed of 2 parts To represent the composition of 10 using dice frames and finger patterns</p> <p>To join with backwards counting 5 to 1 To order towards of cubes from 1-10 and 10-1 To identify whether numbers are before or after 5 on the number track To begin to understand the rules for simple linear track games</p>

Understanding the World	Expressive Arts and Design
<p>What is it like to live by the coast? Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth? How do people use our local coast? (Data collection) How do people use our local coast? (Findings)</p> <p>Science- Focus: Plants (1) To understand that seeds grow into plants To identify the basic parts of a plant and tree To understand that different plants can grow in the same environment To know the difference between deciduous and evergreen trees To know that fruit trees and vegetables are varieties of plants To record the growth of a plant</p> <p>Religious Education- Focus: Who is Jewish and how do they live? To be covered: Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Art and Design- Painting and Mixed Media: Life in Colour Texture hunt Making textures Collage creation Developing detail</p> <p>Music- Focus: Unit 5- Music Technology and Structure. To be covered: For children to learn to use technology to create and change sounds. To demonstrate an understanding of musical structure Children will comment and respond to recordings of own and other's compositions.</p> <p>Technology- ICT- Data and information : grouping Data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>

Prime Areas	
Physical Development	Communication and Language
<p>To be covered: Athletics</p> <p>Move into a space To control your body and equipment when throwing, running and jumping To land safely when jumping To run and jump on the balls of your feet To show a correct pull throw technique To compete against yourself and others.</p>	<p>Listening and Attention- To be covered: Children listen attentively in a range of situations. Through daily registration, morning starters, lesson inputs, group work and independent reading and carpet time, this will develop further. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions about the topics.</p>

<p>Fitness</p> <p>To move at speed with control and in a safe way To change direction with coordination To perform a variety of jump combinations To move on and across apparatus To balance with control – both when staying still and on the move To play and compete against others</p>	<p>Understanding- To be covered: Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events in the topic in each subject. Children will be encouraged to communicate through key questioning and comprehension from reading and through group and independent work. Children will have clear daily structures. Children will have many opportunities to communicate to peers and adults through activities, interventions and continuous provision.</p> <p>Speaking- To be covered: Children express themselves effectively through varied discussions. They use past, present and future forms accurately when talking about events that have happened. They develop their own narratives and explanations by connecting events together; using information sourced from literacy and topic work. They will have access to resources such as word mats to develop speaking and will be continually encouraged to speak their thoughts and opinions through activities.</p>
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Personal, Social and Emotional Development

<p>PSHE- Focus: Keeping safe. To be covered: <u>Personal, Social and Emotional Development</u> Self confidence and self-esteem- Respond to significant experiences, showing a range of feelings when appropriate. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. Making Relationships- Form good relationships with adults and peers. Work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. Behaviour and Self-control- Understanding what is right, and what is wrong, and why. Consider the consequences of their words and actions for themselves and others.</p> <p><u>Knowledge and Understanding of the World</u> Exploration and Investigation- Find out about and identify some features of living things and objects and events they observe.</p> <p><u>Physical Development</u> Health and Bodily Awareness- Recognise the importance of keeping healthy and those things which contribute to this.</p>
