

In terms 5 & 6 we want the children to be able to confidently and routinely say and show that:

- **I can say what I am good at and be proud of what I achieve**
- **I can ask if I need help**
- **I can play in a group cooperatively and keep play going by offering cues and or suggestions**
- **I can listen and focus for longer periods of time, without becoming distracted**
- **I can write my name**
- **I can practise segmenting and blending cvc words independently**
- **I can recognise the numbers 1-10 and beyond**
- **I can count on from a given number up to 10 and beyond 10**
- **I can find out about other celebrations and traditions**
- **I can take steps to resolve conflicts with other children, e.g. finding a compromise.**
- **I can show an understanding that my own actions affect other people**

We would like to hear them using expert language like:

Please, thank you, may you help, would you like to play, how about we do this..., that is interesting, I am very good at..., let me show you what I can do, how can I make you feel better, let's work this out together.

Class 1 ~ Term 5 & 6 ~ Reception

RE: Religion and Rituals

- Muslims
- Hinduism
- Christianity

Understanding the World

- Exploring our local surroundings
- Exploring types of materials
- Exploring what countries make up the United Kingdom
- Sequence and discuss simple life cycles
- TIOL-I can operate simple equipment. I can tell you about technology that is used at home/school.

Key vocabulary

Coast, cliff, current, ocean, Victorian, town, city, location, atlas, features, fossil, discover, past and present

21st Century Links:

Changes to our seaside town:
The Grand Pier at Weston Super Mare
Activities at the seaside such as Punch and Judy.

Music

- Singing and experimenting with sound and instruments
- Pitch, rhythm and tone

Communication and Language/Literacy

- Letter formation and mark making
- Letters and sounds phase 3 with recap
- Blending CVC words
- Segmenting for writing
- Writing phrases
- Writing a postcard
- Seaside Poetry
- Innovating The Rainbow Fish story
- Rhyming activities
- Reading-talking to others about what they've read
- Discussing meanings of new words
- Recording a simple narrative based on an action story



Texts:



Mathematics

- Compare length, weight and capacity.
- Explore 2D/3D shapes
- 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

PSED: Relationships- Changing Me.

- Jigsaw Programme- Relationships/Changing Me.
- Understand that everyone is unique and special.
- Can express how they feel when change happens.
- Understand and respect the changes that they see in themselves.
- Understand and respect the changes that they see in other people.
- Know who to ask for help if they are worried about change. Are looking forward to change.
- Visions and Values
- Crew Meetings

Expressive arts and Design

- Barbara Hepworth – inspired sculpture (fossil design)
- David Hockney – A Bigger Wave
- My own artistic representations-studying an artist –Anni Albers fabric weaving/paper weaving

Physical Development

- REAL PE-coordination with equipment, agility-reaction/response
- Fine and gross motor control
- Handling tools and equipment safely
- Sports Day
- Discussing the importance of a healthy lifestyle

Suggestions for Home Learning

Why not try:

Watching: CBeebies Old Jacks Boat

Visiting: CBeebies for Octonaut fun!

Joining in: Andy's Wild Workouts Cbeebies Under the Sea

Making: Have a go at making a rainbow fish.

Learning: Where is the longest beach in England?

Discovering: What is the largest creature living in the sea?