|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Literacy**  **Word Reading**  Teach letter sounds including digraphs using Jolly phonic programme.  Sound -blend words consistent with their phonic knowledge.  Learn to read ‘tricky’ words based on Jolly Phonics scheme.  **Comprehension**  Ask and answer questions about stories.  Repeat words and phrases from core books  Repeat new vocabulary in the context of a story.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Make story maps.  Sequence stories.  Read own work back to check that it makes sense.  **Writing**  Teach formation of letters as children learn the sounds.  Spell words by identifying the sounds and then writing the sound with letter/s.  Begin to write simple sentences. Teach about capital letters and full stops.  Opportunities to write every day in writing area.  Making class books  Introduce letter writing.  **Core Books**  The Very Hungry Caterpillar  Owl babies  Were Going on a Bear Hunt  Dear Zoo  Farmer Duck  Handa’s Noisy Night  The Queens Knickers  The Gruffalo  Peepo  Non-Fiction Books on Ducks  Sports | **PSED**  **Self-Regulation**  Adults to model positive behaviour, praise exemplary behaviour and explain to children what was kind and considerate.  **Managing Self**  Reinforce class rules and positive behaviour chart.  Adults to show constructive support and recognition of a child’s personal achievements.  **Building Relationships**  Adults continue to get to know the children and their families.  Encourage children to listen to each other as well as adults.  Model sharing. Play games to encourage co-operation with friends and peers.  Reception Summer term progression map  Animals | | **Communication and Language**  **Listening, Attention and Understanding**  **Speaking**  Good listening skills to be modelled. Introduce good listening symbols.  Introduce new vocabulary for topics. Use: Word Aware in the Early Years.  Reinforce vocabulary by using ‘I need to hear’ stickers, word walls words with symbols in the environment, treasure hunts for objects that exemplify a word.  **Speaking**  Model words and phrases relevant to the area being taught. Adults to use vocabulary repeatedly throughout the week.  Children to be given opportunities to talk about their interests.  Set up a conversation station.  Introduce talk partners.  Say sentence before writing. Does it make sense?  Small group discussions. | **Maths**  **Number**  **Follow Power Maths**  Numbers to 20 and beyond: Subitising, counting, composition, sorting & matching  Addition and subtraction to 10  Number bonds to 10: using a ten frame the part-whole model  **Numerical patterns**  Sharing and Grouping  Odd/Even  Doubling  **Shape**  Exploring more complex patterns  2D/3D shapes  Exploring length height and distance |
| **Understanding the World**  **Past and Present**  Compare household objects from the past how are they different?  **People, Culture and Communities**  Compare Africa and England how are they different, weather, houses, animals?  Research about the Queen’s Platinum Jubilee  **The Natural World**  Observe changes from caterpillar to butterfly  Animals and their babies how do they grow?  Nocturnal animals  Habitats of animals | **Physical Development**  **Weekly lessons with Non-Stop Action**  **Gross Motor Skills**  Regular access to outdoor space and a variety and range of equipment. Bikes, climbing frame.  Provide a wide range of activities to support a broad range of abilities.  Encourage children to be highly active and get out of breath several times a day!  **Fine motor skills**  Develop core strength and stability needed to support fine motor skills.  Develop fine motor skills by activities such as threading, sewing, planting, construction kits and use of cutlery.  Children to have access to a variety of pencils, pens, crayons, chalks and paintbrushes.  Check pencil grip, how children are holding cutlery? | | **EAD**  Creating with Materials  Colour mixing  Collage Caterpillars/butterflies  Split pin owls  Props and puppets to retell stories  Gruffalo collage  Lift the flap pictures Dear Zoo  Make animal habitats using clay  Being Imaginative and Expressive  Sing songs related to books  Role play area related to animals  Story props in small world |