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| **Literacy** **Word Reading**Teach letter sounds including digraphs using Monster Phonic programme.Sound -blend words consistent with their phonic knowledge.Learn to read ‘tricky’ words based on Monster Phonics scheme.**Comprehension**Ask and answer questions about stories.Repeat words and phrases from core booksRepeat 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 CaterpillarOwl babiesDear ZooHanda’s Noisy NightPeepoBooks about the season of Summer.Jaspers BeanstalkSports | **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**Encourage children to listen to each other as well as adults.Model sharing. Play games to encourage co-operation with friends and peers.Story Café with a focus on writing for parents.Reception Summer term progression mapMini- BeastsPlantsAnimals Summer | **Communication and Language** **Listening, Attention and Understanding****Speaking**Good listening skills to be modelled. Introduce good listening symbols.Introduce new vocabulary for topics. 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**White Rose Maths scheme.**To 20 and beyond**. Building numbers beyond 10. Counting patterns beyond 10. Spatial reasoning.**First Then Now**. Adding more. Taking away. Spatial Reasoning (2).**Find my pattern**. Doubling. Sharing and grouping. Even and odd. Spatial awareness (3).**On the move**. Patterns and relationships. Spatial Reasoning (4). |
| **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?.**The Natural World**Observe changes from caterpillar to butterflyPlant tomatoes and observe growthFarm animalsAnimals and their babies how do they grow?Nocturnal animalsHabitats of animalsSeason of SummerLife Cycle 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 MaterialsColour mixingCollage Caterpillars/butterfliesSplit pin owlsProps and puppets to retell stories.Lift the flap pictures Dear ZooMake nests.**Being Imaginative** Sing songs related to booksRole play area related to animalsStory props in small worldSing Up Lessons |