

Personal, Social & Emotional Development

- Talk about feelings of characters in the story - link to colour monster and jars
- Discuss behaviours shown by the Evil Pea
- Discuss behaviours – what should the Evil Pea do?
- What is our superpower? How can we be heroes? Do we know any real life heroes?
- Celebrate achievements of self and others
- What are talents? What are we good at?
- Show resilience and perseverance
- Take risks and try new things
- Transition to Y1 – develop relationship with new teachers and confidence in exploring new environment
- Confidently communicate with adults in school
- Play and learn alongside others, taking turns, sharing and taking account of their feelings
- Talk about and identify healthy and unhealthy foods

Physical Development

- Hold scissors correctly and cut out pictures and objects with increasing accuracy
- Independently use a knife, fork and spoon to eat
- Use one handed tools independently with greater precision
- Tweezer activities to refine and improve dexterity for pencil grip
- Use 'pinch flip grip trick' to develop a tripod pencil grip
- Create drawings with increased attention to detail
- Follow instructions and move safely when playing games
- Confidently run, jump hop, and skip.
- Develop skills of balancing
- Throw underarm, catch larger balls or beanbags with both hands, kick or roll a ball
- Safely climb and navigate large play equipment, understand how to move over, under, and through

Communication, Language & Literacy

- Develop effective looking, listening and sitting in order to engage in all activities
- Confidently ask for help when needed
- Develop confidence in talking in sentences using a range of new vocabulary
- Answer who, what, where, when, why and how questions
- Express a point of view and debate when disagreeing with an adult or a friend, explaining thinking
- Verbalise feelings, needs/emotions with increasing confidence
- Talk about what has been seen/heard/read with growing vocabulary
- Draw conclusions – eg the baby cried because....
- Talk about familiar books, and retell a familiar story
- Describe and talk about characters, settings and structure in stories
- Use story language – once upon a time, beginning, middle and end.
- Learn, understand and use new vocabulary which has been taught

Literacy

- Consolidate learning of CCVC, CVCC and CCVCC words plus tricky words and new sounds as per ELS phonics progression
- Read words and sentences containing taught sounds and tricky words
- Read sentences with increased confidence and fluency during individual and paired reading
- Demonstrate understanding of what has been read by talking or answering questions
- Retell familiar stories using storymaps and props
- Segment sounds in Phase 2, 3 and 4 taught words to read them and blend these sounds to write words independently
- Write simple sentences including taught sounds and tricky words with correct letter formation, developing handwriting
- Engage in independent mark making, using correct letter when writing letters
- Use finger spaces between words and end sentences with full stops. Begin to use capital letters at the beginning.
- Enjoy high quality texts in our attractive reading areas, including texts in other areas of the EYFS environment.
- Look at books and engage in book talk with friends and during Drawing Club/teacher led activities (recently enjoyed class books are accessible for children to look at and encourage them to retell stories)
- Engage in daily story times

Reception Summer 2

Super Me, Super You!



Understanding of the World

- Find out about the lives of people around us and their roles in society
- Find out about the occupations of people who help us
- Role play careers (Pop Up Play Village) to inspire our aspirations
- Know that we have changed since birth and we will continue to grow and change – talk about aspirations for the future.
- Find out more about the school environment – look at school from a range of views – bird's eye, street view – make comparisons and talk about differences.
- Follow a simple map to find different locations around school.
- Recognise the importance of being healthy – exercise, food choices, sleep
- Use animation technology to bring our drawings to life

Mathematics

- Continue to develop counting skills, counting larger sets as well as counting actions and sounds and starting at different numbers
- Recite numbers beyond 20
- Become familiar with odd and even numbers
- Explore a range of representations of numbers, including the double dice frame
- Become familiar with how to form numerals correctly
- Compare quantities and numbers, including sets of objects which have different attributes eg size, colour, shape
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- Begin to generalise about 'one more than' and 'one less than' numbers within 10
- Develop conceptual subitising skills including when using a Rekenrek
- Continue to identify when sets can be subitised and when counting is necessary
- Explore capacity of containers of different sizes and shapes and explain what is observed using language of capacity
- Experiment with balance scales and a range of different objects - talk about observations using language of weight

Expressive Arts and Design

- Draw pictures with control, precision and attention to detail
- Confidently use different media, tools and techniques
- Explore and use a variety of artistic effects to express ideas/feelings.
- Use sculpture/3d objects to create 3d work
- Create and retell narratives based around stories
- Invent narratives, stories and poems.
- Share creations, talk about processes and evaluate their work.
- Play an instrument following a musical pattern.