

### **COMMUNICATION AND LANGUAGE**

- Use new vocabulary through the day(R)
- Ask questions to find out more and to check they understand what has been said to them(R)
- Articulate their ideas and thoughts in well-formed sentences(R)
- Connect one idea or action to another using a range of connectives(R)
- Describe events in some detail(R)
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)
- Make comments about what they have heard and ask questions to clarify their understanding (ELG)

### **LITERACY**

- Spell words by identifying the sounds and then writing the sound with letter/s (R)
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop (R)
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play (ELG)
- Write simple phrases and sentences that can be read by others (ELG)

### **UNDERSTANDING THE WORLD**

- \*Recognise that people have different beliefs and celebrate special times in different ways (R)
- \*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)
- \*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG)
- \*Explore the natural world around them, make observations and drawing pictures of animals and plants (ELG)
- \*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

- \*Build constructive and respectful relationships (R)
- \*Express their feelings and consider the feelings of others (R)
- \*Identify and moderate their own feelings socially and emotionally (R)
- \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
- \*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG)
- \*Work and play cooperatively and take turns with others (ELG)
- \*Form positive attachments to adults and friendships with peers (ELG)

### **LINKS IN LEARNING**

- In Preschool as part of their, 'What changes' topic children visited the nature garden in school, the school pond, had a visit from some African snails, went on a mini beast hunt and made bug catchers.
- In Year 1, as part of their 'New Beginnings' topic children will identify and name a variety of common wild and garden plants and observe changes across the four seasons.



## Reception

SUMMER 1  
2023/2024

## How Does Your Garden Grow?

### **WOW MOMENTS**

- A beanstalk appears!
- Bean growing!

### **Key Texts**

- Jack and the Beanstalk
- Jasper's beanstalk
- Oliver's Vegetables
- The Growing Story
- The Tiny Seed
- A Seed in Need

### **Other Opportunities and Experiences to Enrich learning**

- Arrange a visit from a gardener
- Planting in Reception area and creating insect friendly areas

### **RE**

- Eid al Fitr

### **PHYSICAL DEVELOPEMNT**

- \*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming (R)
- \*Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (R)
- \*Develop the foundations of a handwriting style which is fast, accurate and efficient (R)
- \*Negotiate space and obstacles safely, with consideration for themselves and others (ELG)
- \*Demonstrate strength, balance and coordination when playing (ELG)
- \*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)
- \*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)
- \*Use a range of small tools, including scissors, paintbrushes and cutlery (ELG)
- \*Begin to show accuracy and care when drawing (ELG)

### **MATHEMATICS**

- \*Count beyond ten (R)
- \*Understand the 'one more than/one less than' relationship between consecutive numbers (R)
- \*Explore the composition of numbers to 10 (R)
- \*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)
- \*Have a deep understanding of number to 10, including the composition of each number (ELG)
- \*Subitise (recognise quantities without counting) up to 5 (ELG)
- \*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)

### **EXPRESSIVE ART AND DESIGN**

- \*Explore, use and refine a variety of artistic effects to express their ideas and feelings (R)
- \*Create collaboratively, sharing ideas, resources and skills (R)
- \*Listen attentively, move to and talk about music, expressing their feelings and responses (R)
- \*Sing in a group or on their own, increasingly matching the pitch and following the melody (R)
- \*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)
- \*Share their creations, explaining the process they have used (ELG)
- \*Make use of props and materials when role playing characters in narratives and stories (ELG)