



## Reception Learning Overview – Summer Term

<b>Characteristics of an effective learner</b> Our aim is to support children to become effective, independent learners.				
<p style="text-align: center;"><b>Playing and exploring</b> <i>Engagement</i></p> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to “have a go”</li> </ul>	<p style="text-align: center;"><b>Active Learning</b> <i>Motivation</i></p> <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keep trying</li> <li>Enjoying achieving what they set out to do</li> </ul>	<p style="text-align: center;"><b>Creative and Critical Thinking</b> <i>Thinking</i></p> <ul style="list-style-type: none"> <li>Having their own ideas</li> <li>Making links</li> <li>Working with ideas</li> </ul>		
Our learning experiences will be linked to the topics listed below				
Plants	Transport	Space	Under the sea	Crowthorne Village
<b>In Reception, the children’s learning is divided into 7 areas.</b> Below are the 3 <u>Prime Areas</u> which underpin all other development. Overleaf you will find the 4 <u>Specific Areas of Learning</u> .				
Communication and Language	Physical Development	Personal Social and Emotional		
<ul style="list-style-type: none"> <li>Be able to answer who, where, when, why and how questions</li> <li>Enrich vocabulary through frequent reading of high-quality books</li> <li>Retell familiar stories</li> <li>Learn a range of rhymes, poems and songs</li> <li>Listen to and talk about non-fiction books</li> <li>Learn to share their thoughts and opinions and listen to others</li> <li>Take on different roles in the role play area eg Garden Centre, Space Rocket etc</li> <li>Take part in a class assembly for parents, saying their words clearly and joining in with poems, songs and actions</li> </ul>	<ul style="list-style-type: none"> <li>Practise independent dressing skills eg. zipping up coat, turning clothes the right way out, changing for PE</li> <li>Gain confidence climbing and balancing on outdoor equipment</li> <li>Practice fine motor skills through a wide range of activities eg. painting, dough play, threading, cutting etc</li> <li>Develop skills in rolling and stopping a ball</li> <li>Improve accuracy when throwing to a target</li> <li>Develop skills in bouncing and catching a ball</li> <li>Develop skills in dribbling and kicking a ball</li> <li>Work co-operatively and learn to take turns</li> <li>Work with others to play team games</li> <li>Be able to keep score in a game and follow the rules</li> <li>Learn the skills needed to compete in 3 different races on Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Be able to understand the key emotions of happy, sad, angry, afraid and calm and recognise these in themselves and others</li> <li>Be able to talk about how they are feeling</li> <li>Learn to take turns and share</li> <li>Understand that people need fresh air and exercise to stay healthy and happy</li> <li>Understand the dangers of too much sun exposure and know how to stay safe in the sun</li> <li>Know about ways to play safely in, on and around the water</li> <li>Know how to cross the road safely</li> <li>Know that they should not play with fire</li> <li>Know that both fire and smoke can harm people</li> <li>Know how to respond if there was a fire at home or at school</li> <li>Understand the role of firefighters</li> <li>Have the confidence to participate in Sports Day</li> <li>Understand that there can only be one winner in a race and know how to respond to fellow race competitors with kindness and empathy</li> </ul>		

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>Learn to blend words with adjacent consonants</li> <li>Confidently blend words containing digraphs</li> <li>Recognise a growing number of common exception words</li> <li>Read simple books matched to their phonic ability</li> <li>Form lower case letters correctly in a cursive style</li> <li>Learn to form upper case letters correctly</li> <li>Be able to segment words in order to write them down</li> <li>Be able to leave finger spaces between words</li> <li>Be able to use capital letters and full stops</li> <li>Write for a range of purposes eg. factual information, recounts, stories, instructions, riddles</li> <li>Understand what is meant by a describing word</li> <li>Begin to use describing words to add detail to their writing</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>Compare quantities and numbers, including sets of objects which have different attributes</li> <li>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</li> <li>Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>Continue to identify when sets can be subitised and when counting is necessary</li> <li>Develop conceptual subitising skills including when using a Rekenrek</li> <li>Begin to identify the properties of common 2D and 3D shapes</li> <li>Recognise and name common 2D and 3D shapes</li> <li>Recite the days of the week in order</li> <li>Understand the language: yesterday, tomorrow and today</li> <li>Recognise key months (festivals, birthdays)</li> <li>Identify and read o'clock times on analogue clocks</li> <li>Use and understand the language of length weight and capacity</li> <li>Measure length, weight and capacity using non-standard units and make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Know about how transport has changed over time</li> <li>Know about some of the planets in our solar system including Earth</li> <li>Learn about some of the different Hindu deities and what they represent</li> <li>Understand that plant life will vary in different environments</li> <li>Be able to name and describe some common plants</li> <li>Understand what plants need in order to grow and flourish</li> <li>Identify and compare the parts of a plant we can eat</li> <li>Know that there are some plants that are not safe to eat</li> <li>Use appropriate language to talk about what happens at night</li> <li>Name and describe a range of living and non-living things that are in the sky</li> <li>Be able to draw and label a picture of a rocket on 2Paint</li> <li>Know about how Crowthorne looked different/similar in the past</li> <li>Learn and use simple vocabulary to talk about the past</li> <li>Know about the key features of their locality (Crowthorne)</li> <li>Be able to draw simple maps of Crowthorne</li> <li>Know about the plants and animals that can be found in the ocean</li> <li>Know about different jobs people do</li> <li>Know the Bible story of 'The Good Samaritan' and it's message</li> <li>Be able to ask questions in order to find out more about sea creatures</li> <li>Be able to name and describe a range of sea creatures</li> <li>Investigate whether objects float or sink</li> <li>Use comparative and descriptive language to talk about what they notice when they mix two or more materials together</li> <li>Understand how a sieve can be used to separate materials</li> <li>Write a short letter to their Y6 buddy using Microsoft Word</li> </ul>	<ul style="list-style-type: none"> <li>Be able to select, manipulate and combine collage materials to make a picture eg. transport</li> <li>Design, make and evaluate a space rocket using junk modelling materials</li> <li>Develop a song by composing new words and adding movements and props</li> <li>Sing a song using a call-and-response structure</li> <li>Play a call-and-response phrase comprising a short stepping tune (C-D-E) and sea effects on percussion instruments</li> <li>Listen to a range of sea-related pieces of music and respond with movement</li> <li>Use what they have learnt about colour mixing to mix watery shades to paint an ocean scene</li> <li>Look at the painting 'The Great Wave' by Katsushika Hokusai and use this as inspiration for their own ocean painting</li> <li>Invent and perform actions for new verses</li> <li>Sing a song while performing a sequence of dance steps</li> <li>Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.</li> <li>Listen to examples of other folk songs from North America</li> </ul>
<p align="center"><b>The vision for our school:</b>  <i>Inspiring and enabling our school community to live life to the full, promoting excellence and nurturing respect, compassion, honesty, resilience and collaboration.</i>  <b>John 10 v 10:</b>  <i>Jesus said: "I have come that they might have life, and have it to the full"</i></p>		<p><b>Additional Information:</b>  PE – Mondays  Home Learning – Daily Reading, Sounds and words to practice, Handwriting and Maths activities  <u>Events</u>  Class trip to Odd's Farm  Class assembly to parents  Sports day</p>	