



Prime Areas: Summer Two

As communicators, speakers and listeners our children will:
(Communication and language)

Skills to develop:

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Offer their own ideas, using recently introduced vocabulary.
- Make use of recently introduced vocabulary.
- Express their ideas and feelings about their experiences using full sentences
- Use past, present and future tenses correctly.
- Make use of conjunctions, with modelling and support from their teacher.

Types of quality first teaching: Word Aware sessions – learning new vocabulary and concepts. 'Voting' Story station and regular story times.

Activities and Experiences: Tapestry Show and Tell Time, Small Circle Time, Social Groups, NELI programme for identified children.

Our curiosity cube will inspire and provoke discussion linked to our topic.
Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.

As our "Fantastic Growing selves" our children will:

Skills to develop:

- Begin to regulate their behaviour in response to the feelings of others.
- Be able to wait for what they want
- To follow instructions involving several ideas or actions
- Explain the reasons for rules.

Types of quality first teaching: RE & PSHE: Our Wonderful World. Discussions and workshops with visiting professionals such as dentists, and firefighters, encouraging children to feel comfortable to share their thoughts and feeling and work together to keep ourselves safe.

Activities and Experiences Circle Times, Friendship Stories, Class Rewards, Calm Corner Provision.

As movers and shakers our children will:
(Physical Development)

Skills to develop:

- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Show consideration for themselves and others when negotiating obstacles
- Move energetically
- Hold a pencil effectively in preparation for fluent writing
- Use a range of small tools correctly

Types of quality first teaching: Spiral PE teaching, dough disco, brain breaks, handwriting lessons and Music Express teaching.

Activities and Experiences Funky finger challenges, Climbing Frame, 'Big' Construction, 'Small' Construction, Painting Wall, Dough disco

Enhancements to provision to develop specific skills will be linked to the topic.

Specific Planned Content
Across The Curriculum

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 35 -> 39)

Music - Kapow- Big Band

RE - Leeds Agreed Syllabus – Unit: What can we see in our wonderful world?

Computing – Range of Mini Mash Activities



Specific Areas: Summer Two

As Writers and Readers our children will: (Literacy)

Skills to develop:

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write simple phrases and sentences that can be read by others.

Types of quality first teaching: Phonics Bugs, shared writing in daily Literacy sessions (Narrative, Instructions, Recounts and Captions)

Types of provision: Mini Mash name writing games, fine motor tools, such as letter stones and sand trays, roll out paper, notebooks and pens, painting wall, phonics games and challenges, such as bingo, word hunts, obstacle courses, listening games and sorting games.

Types of Texts:

Secrets of the Seashore

Sharing a Shell

Rainbow Fish

Storm Whale.

Billy's Bucket

How does a Lighthouse work?

Fish, whales & sharks. (non-fiction text)

Specific Planned Content Across The Curriculum

As Mathematicians our children will: (Mathematics)

Skills to develop:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Types of quality first teaching: White Rose Maths input activities (Find My Pattern and On The Move) and NCTEM Maths Mastery Programme teaching.

Types of provision: White Rose Maths and NCTEM enhancing provision activities, Mini Mash Maths Games, natural loose parts, access to all Maths resources in play. Encouraging 'big numbers' in provision, with number tiles, jigsaws and the giant abacas.



Specific Areas: Summer Two

As children of the world our children will: (Understanding of the World)

Skills to develop (Geography, History and R.E)

- Know some similarities and differences between the natural world around them and contrasting environments.
- Know some similarities and differences between different religious and cultural communities in this country.
- Understand the past through settings
- Understand some important processes in the natural world around them

Types of quality first teaching and provision:

Geography:

Activities to include:

Locations and features of a seaside.

History:

Activities to include:

Punch and Judy show

Looking at pictures of Victorian seaside's

Computing: Reception Purple Mash Programme.

RE UNIT: What can we see in our wonderful world?

Specific Planned Content
Across The Curriculum

As explorers and creators our children will: (Expressive Arts and Design)

Skills to develop:

- To develop their colour mixing to match and represent the colours they see
- Explore and experiment with texture

Types of quality first teaching and provision:

Art:

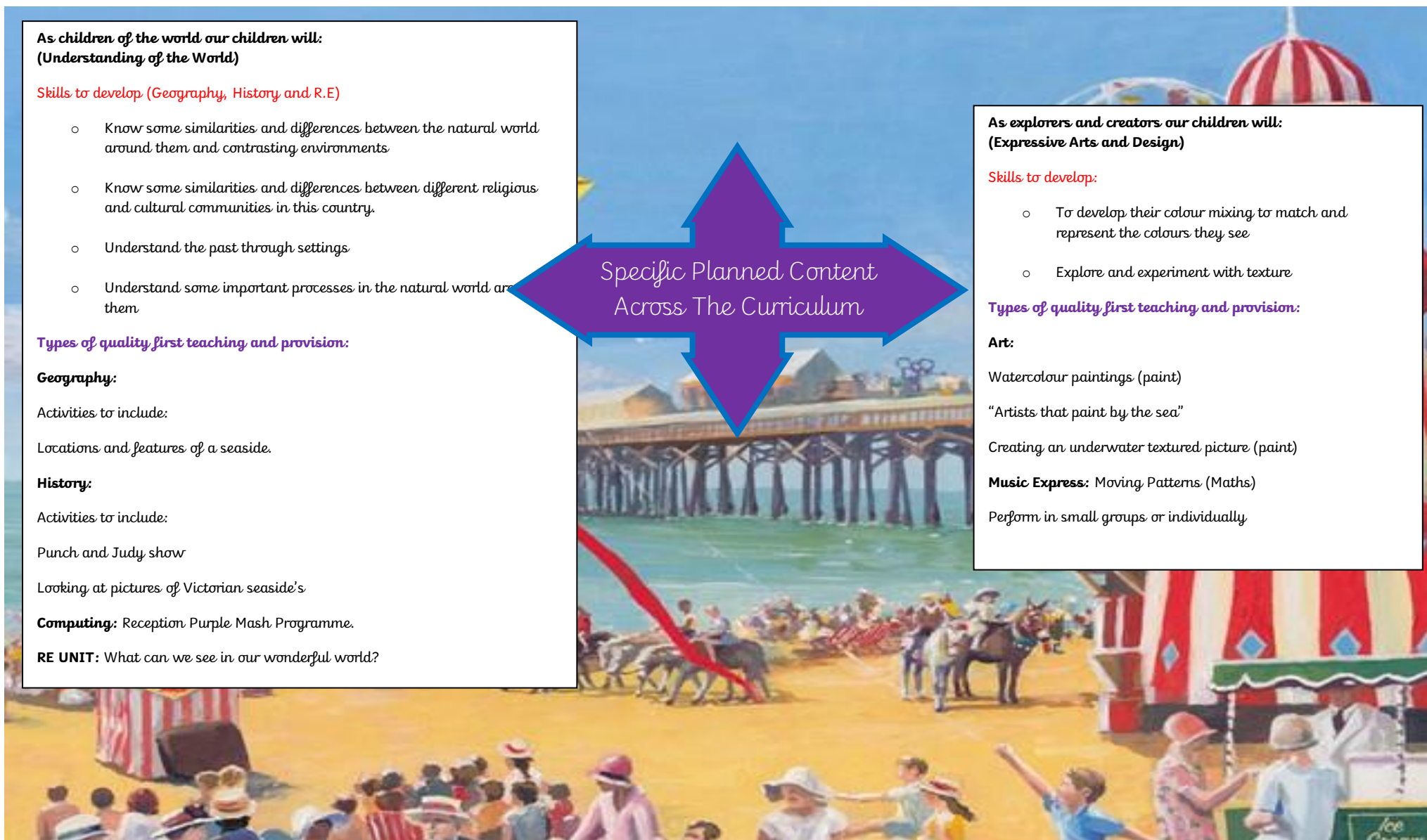
Watercolour paintings (paint)

"Artists that paint by the sea"

Creating an underwater textured picture (paint)

Music Express: Moving Patterns (Maths)

Perform in small groups or individually





Year: Reception Term: Summer Two Topic: *The Seaside*



PE: Threshold Concepts

Reception and KS1

Agility	Balance	Co-ordination
Body Awareness Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending Timing

Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
This half term there will be a whole school focus of 'caring for our world' through our whole school and key stage assemblies, circle times, CEOL teaching, RE and PSHE teaching within Reception.	We will revisit our learning throughout this half term with the use of our "The Seaside" knowledge organiser and quick quizzes on purple mash. We will also continue our Word Aware sessions, learning a wide range of new vocabulary.	This half term, we will study the work of Carron Brown, who is the author of our core text for this half term "The Secrets of the Seashore".	This half term in our RE lessons, we will be thinking about our wonderful world. It will give the opportunity for our children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and we will explore how believers take care of the world due to their beliefs about creation.