

## Traditional Tales, Stories and Books



## Seasonal Links

Ramadan - Eid  
 St Georges Day  
 International Dance Day  
 Local and Community History Month- May  
 Africa World Heritage Day  
 Florence Nightingales Birthday/ Nurses Day – May 12<sup>th</sup>  
 Outdoor Classroom day  
 King Charles II coronation  
 Signs of Summer  
 Minibeasts  
 Caring for vegetables in the allotment

## Communication and Language

Concentrate and listen carefully during an activity  
 Carry out an instruction with two parts  
 Understand humour and jokes  
 Follow a story without pictures or props  
 Listen to others in a conversation and respond  
 Use talk to organise and sequence ideas  
 Link my ideas together to talk and use lots of new words

## Merton Bank Primary School Reception Class Learning Overview

# Summer 1

Springtime – Spring Festivals  
 Healthy Plants / Allotment Vegetables  
 Healthy eating  
 Lifecycles: chick, tree, frog, butterfly

## Core Experiences

Care for a pet	Planting seeds
Bake some bread, scones, biscuits	Allotment care
Hunt for minibeasts	Fruit tasting
Watch the clouds – cloud pictures	
Make a bug house	
Make a musical instrument	
Make petal perfume	

## Learning about the World

What is the weather like in Spring and Summer?  
 What special times have I enjoyed with my family?  
 Where does our food come from?  
 How do fruits and vegetables grow?  
 Why are minibeasts important?  
 Where do butterflies come from?  
 What was school like in the past?  
 How did people travel around in the past?  
 What did children play with in the past?

## Literacy

Talk about the characters and events in a story  
 Read words and simple sentences  
 Read some tricky words: I, no, to, go, the, into, my, me, he, she, we, you, they,  
 Form most letters correctly – handwriting focus on formation  
 My writing can be read by other people; I can read back what I have written  
 Fred finger spelling – pinch the sounds and write the sounds in order  
 Writing high frequency words correctly: to, the, I, go, and, my, me,  
 Write labels, a list, a letter, a caption,  
 Hold and sentence and write a short sentence independently  
 Begin to write a short story  
 Write a letter, instructions and a recount from own experience

## Personal, Social and Emotional Development

Understanding that my actions effect other people (I can upset someone and then make it better)  
 PATHS feelings: happy, sad, angry/cross, worried  
 Explain my knowledge and understanding and ask appropriate questions  
 Take steps to resolve a conflict – find a compromise, help someone who is upset  
 Describe myself in positive terms and talk about my abilities and my skills  
  
 Growth Mindset  
 Jobs people do – roles and responsibilities  
 People's role in society – how do we contribute?

## Physical Development

Pencil grip – two fingers and thumb  
 Forming letters using the correct sequence  
 Use tools safely, with skill and control  
  
 Catch a ball, a bean bag and other items  
 Throw and kick a ball to a target  
 Understanding the effect of exercise on our bodies  
 Understanding what we need for healthy eating and a healthy lifestyle  
 Show how to be safe and manage some risks  
  
 Healthy Me Happy Me poster

New words	Creative Learning	Maths
<p>Day, month, year, yesterday, tomorrow, next week, last week,</p> <p>Minibeasts: ladybird, beetle, caterpillar, butterfly, earwig, woodlouse, Vegetables: onion, carrot, cabbage, lettuce, potato, tomato, pumpkin, Herbs: mint, coriander, rosemary, thyme, basil,</p> <p>Words linked to plants growing: seed, bulb, shoot, root, stem, leaf, flower, fruit, water, sunshine, air,</p> <p>Words linked to the coronation: monarch, king, queen, royal, coronation, crown, orb, sceptre, throne,</p>	<p>Explore the sounds I can make on different instruments Make my own musical instrument to represent a sound for a story Explore what happens when I mix colours Construct something with a purpose in mind Use simple tools safely and with skill (scissors) Choose the tools and techniques I will need for my project: shaping, assembling, joining materials Create representations of people, events and objects Use dance to express my ideas and feelings Make up a storyline to go with my play Observational paintings of different still life Talk about the process of making something and how I have improved it</p>	<p>Select the number to match up to 20 objects – talk about the pattern in numbers Recall number facts to 5 and some to 10 Say what is one more or one less than a given number Solve problems involving adding groups, taking some away, grouping and sharing Grouping in 2s (pairs) and other arrays Odd and even numbers Use language related to time, measure time in different ways; order and sequence events Use language related to money Order items by height, length, weight, and capacity Name and talk about the properties of 2D and 3D shapes Patterns: AAB ABC AABC Doubling and halving – recall some doubles</p>

### Reception Class Summer 1 Knowledge and Skills:

Communication and Language	Personal, Social, Emotional	Physical	Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p> <p>To be able to understand a question such as who, what, where, when, why and how.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To describe a range of different habitats around the world.</p> <p>To manage their emotions using a range of techniques.</p> <p>To manage their own basic needs independently.</p> <p>To dress themselves independently.</p> <p>To work as a group, listening to the ideas of others and cooperating in a shared goal.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p> <p>To hold scissors correctly and cut out small shapes.</p>	<p>To think of and write a longer sentence including 'and'</p> <p>To read back my own writing and making any changes where necessary.</p> <p>To retell a story using vocabulary influenced by books.</p> <p>To read longer sentences containing Set 2 sounds and red words.</p> <p>Read books matched to their phonics ability.</p> <p>To answer questions about what they have read.</p> <p>Write words which are spelt phonetically.</p>	<p>Subitise</p> <p>Double numbers quickly</p> <p>Recall number facts quickly for numbers to 5</p> <p>Identify patterns</p> <p>Use number knowledge to solve problems</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To begin to read the time to O'clock on a digital and analogue clock.</p>	<p>Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. <b>(Geography Link)</b></p> <p>Talking about the life cycle of plants and animals and what they need to survive. <b>(Science Link)</b></p> <p>Exploring a range of habitats, looking at why the animal lives like that. <b>(Science Link)</b></p> <p>Understand key features of events they have experienced or read about. <b>(History Link)</b></p> <p>Explain why geographic changes occur (weather, plants growing in our</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Art Link)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(DT/Art Link)</b></p> <p>To find the pulse and move along to the beat of a familiar song <b>(Music Link)</b></p> <p>play an instrument following a musical pattern.</p> <p>explore and use a variety of artistic effects to express their ideas and feelings.</p>

					<p>allotment, changes in the forest). <b>(Geography Link)</b></p> <p>Ask questions about my familiar world (where they live or the natural world). <b>(Geography Link)</b></p>	
<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>	<p>Know how to form letters correctly .</p>	<p>Know that a sentence starts with a capital letter and ends with a full stop</p> <p>Know that sentences can be extended by using a connective.</p> <p>Use learnt words and phrases to discuss familiar stories or during role play</p> <p>Know how to spell some familiar words</p>	<p>To count forwards and backwards to 20.</p> <p>Know number bonds to 10, including doubling facts.</p> <p>Know that length, weight and capacity can be measured using standard units.</p> <p>Know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>Know that sharing equally means everyone has the same amount of an object.</p> <p>Know that the long hand represents the minutes and the short hand represents hours.</p>	<p>To select appropriate materials according to their properties. <b>(Science Link)</b></p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. <b>(Science Link)</b></p> <p>To explain why geographic changes occur. <b>(Geography Link)</b></p> <p>To begin to understand that things change over time. <b>(forest area, plants that we have grown in our allotment, chicks)</b> <b>(Science/ Geography Link)</b></p> <p>To begin to understand that things happened a really long time ago <b>(History Link)</b></p> <p>To know that dinosaurs and some other creatures no longer exist (extinct) <b>(History/ Science Link)</b></p> <p>To know what they ate and where they lived.</p>	<p>To know the different uses and purposes of a range of media and materials. <b>(DT/Art Link)</b></p> <p>Safely construct with a purpose and evaluate their designs. <b>(DT Link)</b></p>

					<p><b>(History Link)</b></p> <p>To know how to use a keyboard and a track pad effectively.</p> <p><b>(Computing Link)</b></p> <p><b>History: Past and Present</b> know about the past through settings, characters and events</p> <p><b>Geography: People, Culture and Communities</b> know that people in other countries may speak different languages. know that simple symbols are used to identify features on a map.</p> <p><b>Science: The Natural World</b> make observations about animals discussing similarities and differences.</p> <p>know some important processes and changes in the natural world, including states of matter.</p>	
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