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| **What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?** | | |
| **Communication & Language & Understanding**  To listen carefully in a range of situations and is aware of the importance of listening. To 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. To use question words; who, why, what, when, where and how.  To listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.  To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To make comments about what they have heard and ask questions to clarify their understanding.  **Speaking**  To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  To articulate their ideas and thoughts in well-formed sentences and describe events using some detail. | **Physical Development**  **Fine motor**  To hold a pencil correctly in a dominate hand and uses anticlockwise movements and retraces vertical lines to form recognisable letters.  To use a range of small tools, including scissors, paint brushes and cutlery.  To show accuracy and care when drawing using a range of media.  To manipulate malleable materials (clay and plasticine) into a variety of shapes and forms using their hands and other simple tools.  **Gross Motor**  PE – Ball skills activities & Multi skills activities  To improve accuracy of throwing, kicking and dribbling. To throw overarm and underarm.  To be able to change direction when travelling at different speeds.  To improve spatial awareness when moving.  Swimming  To voluntarily place face in water.  To float independently on front or back.  To safely enter and exit the pool with support then independently.  To jump into pool with support then independently.  Can retrieve objects from the bottom of the pool. | **Personal, Social & Emotional development**  **Jigsaw unit – Relationships**  I can identify some of the jobs I do in my family and how I feel like I belong.  I know how to make friends to stop myself from feeling lonely.  I can think of ways to solve problems and stay friends.  I am starting to understand the impact of unkind words.  I can use Calm Me time to manage my feelings.  I know how to be a good friend.    **RE –**  **Why is the word ‘God’ so important to Christians?**  To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world  To retell stories, talking about what they say about the world, God, human beings  To think about the wonders of the natural world, expressing ideas and feelings  To say how and when Christians like to thank their Creator  To talk about what people do to mess up the world and what they do to look after it. |
| **Literacy -**  **Genres -narrative poems non-fiction (recount and information)**  **Reading**  To sequence pictures and retell a well-known story. (The Little Red Hen)  To describe characters and settings.  To consider how a character might feel at key points in the story.  To consider a character’s nature.  To consider how the main character might behave and feel at key points  To anticipate (where appropriate) key events in stories.  To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  To read a few common exception words  **Writing**  To write their first name (and surname)  To write recognisable letters, most of which are correctly formed.  To spell words by identifying sounds in them and representing the sounds with a letter or letters.  To write sentences that can be read by themselves and others. | **Summer 1 (Reception)**  **Sunshine & Sunflowers**  Children will explore their local environment and see how it has changed throughout the year. They will grow flowers, fruit and vegetables in the garden area. They will learn how to care for plants and animals, identifying some different types. They will take part in outdoor learning activities and find out how to stay safe in the sun.  **King’s Coronation**  The children will learn about King Charles III and the coronation.    **Shadows & Reflections**  Children will learn about natural phenomena, including shadows, reflections and echoes. They will find out how shadows are formed and how they change shape and size through the day. They will explore how different materials and surfaces reflect light. | **Maths - White Rose – To 20 & beyond & Firth then now NCETM - Rec weeks 17-20.**  To represent numbers to 20 in different ways.  To count out up to 20 objects from a larger set.  To order numbers to 20.  To know 1 more and 1 less than a number from 1 to 10.  To compare quantities to 20.  To add by combining 2 groups and finding out how many altogether.  To develop understanding of composition of numbers to 10. |
| **Understanding of the world**  To input simple instructions to technological toys, including floor robots and onscreen sprites. To use age-appropriate software independently. To navigate to find digital content, in digital folders and online, with supervision To talk about things that people do on digital devices, such as playing games, communicating with others and watching online videos.  To explore and describe electrical and non-electrical light sources.  To make a shadow bigger or smaller using toys, play equipment and a light source. To know a shadow is the same shape as the object that makes it and shadows change during the day.  To know a map is a picture or drawing of an area of land or sea, To make and use simple maps in their play to represent places and journeys, real and imagined. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  To describe simply how weather changes as the seasons change. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.  To know a habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. To observe and describe living things and their habitats within the local environment.   To know plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. To begin to name and group plants and trees according to their observable features. To describe some ways that plants or animals should be cared for in order for them to survive.  To know the parts of a plant include the roots, stem, leaves, flowers and petals. To know flowers are brightly coloured to attract insects. To know plants draw up water through their roots. To know plants need air, sunlight, warmth, water and nutrients from soil to grow. To know living things change over time. This includes growth and decay. (Life cycle of a sunflower and butterfly.)  To represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. | **Phonics**  To read single-letter Set 1 sounds and 10 digraphs sh, ch, qu, th, ng, nk ll, ff, ss, zz.  To read special friends ay ee igh ow oo oo ar or ir air ou oy  To read words consistent with their phonic knowledge by sound-blending.  To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.    To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Parents – How to say the sounds (click on link)  https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **Expressive Arts & design**  **Music – Charanga**  Listening and appraising Funk music  Embedding foundations of the interrelated dimensions of music using voices and instruments.  Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs  Playing instruments within the song  Improvisation using voices and instruments  Riff-based composition  Share and perform the learning that has taken place  Sing along with nursery rhymes and action songs  Mary Mary quite Contrary, Hello Mr Sun, I’m a caterpillar,  To create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.  To share their creations with others, explaining their intentions and the techniques and tools they used.  To draw or paint a place from observation or imagination. (landscape.) To know a painting of a place is called a landscape  To make simple prints using a variety of tools, including print blocks and rollers.  To retell stories and narratives through role play and small world play, using some key vocabulary.  To use natural materials and loose parts to make 2-D and 3-D art.  To experiment with colour (shades). To know primary colours.  To know different types of art include painting, drawing, collage, textiles, sculpture and printing.  Create art in different ways on a theme, to express their ideas and feelings. (Photogrpahy) |