

Reception - Summer

Topic: 'The Very Hungry Caterpillar' and 'Animals Around the World'

All children are individual and we carefully plan for each child at the current stage of development. The following overview is a summary of learning that takes place over the term with some children working at development stages earlier or later than these points. We adapt planning to suit the individual cohort, incorporating current events and interests to make learning purposeful. Summer Term is a time to address individual's gaps to achieve ELG's or challenge children to n Exceeding level and ensure that children are prepared for Year 1.

Values and Virtues (Golden Thread):	Eloquent and Truthful: The children talk about themselves and others, and are truthful in what they say. Learned and Wise: The children are living their life through God and try to be like him in everything they do. They are wise because they have listened to how God has handled things in Bible stories and transferred this to how they live their lives with God at the centre of it.
British Values	<ul style="list-style-type: none">• Democracy: Encourage children to value each other's views and beliefs and to talk about own feelings.• The Rule of Law: Encourage and support children to learn how to distinguish right from wrong.• Individual Liberty: Encourage children to reflect on similarities and differences and appreciate and respect that others may have different views.• Mutual Respect and Tolerance of Different Faiths and Beliefs: Encourage children to learn about faiths, cultures, traditions, families, and ways of life.
Books:	<ul style="list-style-type: none">• 'The Very Hungry Caterpillar' by Eric Carle.• 'Tadpole's Promise' by Tony Ross.• 'Caterpillars and Butterflies' by Stephanie Turnball.• 'The Crunching Munching Caterpillar' by Sheridan Cain.• 'Tadpoles and Frogs' by Anna Millbourne.• 'The Odd Egg' by Emily Gravett.• 'The Ugly Duckling' (Traditional).• 'The Tiny Seed' by Eric Carle.• 'Jasper's Beanstalk' by Nick Butterworth.• 'Oliver's Vegetables' and 'Oliver's Fruit Salad' by Vivian French.• 'What's Inside Your Tummy Mummy' by Abby Cocovini.• 'I Want A Pet' by Lauren Child.• 'The Great Pet Sale' by Mike Inkpen.• 'Night Monkey, Day Monkey' by Julia Donaldson.• 'Monkey Puzzle' by Julia Donaldson.• 'Owl Babies' by Martin Waddell.

	<ul style="list-style-type: none"> • 'Dear Zoo' by Rod Campbell. • 'The Tiger Who Came To Tea' by Judith Kerr. • 'Commotion in the Ocean' by Giles Andreae. • 'Rumble in the Jungle' by Giles Andreae. • 'Farmyard Hullabaloo' by Giles Andreae.
Key Vocabulary	<ul style="list-style-type: none"> • Caterpillar, Butterfly, eggs, leaves, stems, chrysalis, insect, mini beast, cocoon. • Frogspawn, tadpole, frog. • Duck, egg, duckling, swan, signet, chick, chicken, bird. • Life cycle, beans, seeds, egg, adult, child, baby, toddler, teenager, elderly, grandparent. • Grow, change, taller, bigger, longer. • Pet, food, drink, grow, play, care, dog, cat, rabbit, guinea pig, hamster, goldfish etc. • Farm animals, zoo animals, jungle animals, woodland animals, sea animals. • Nocturnal, diurnal, habitat, home.
Local Links	<ul style="list-style-type: none"> • Trip to Rays farm, Dudley Zoo and/or the butterfly farm in Stratford. • School grounds to look for mini beasts. • Growing butterflies in the classroom. • Forest School.
Planning resources	Twinkl, Hamilton Trust, TES.
R.E.	<p>Easter</p> <ul style="list-style-type: none"> • To know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive. • To be able to identify the Easter Candle as a symbol of this season. <p>Pentecost</p> <ul style="list-style-type: none"> • To know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles. • To know some of the symbols the Church uses to celebrate the Feast of Pentecost. <p>Prayer</p> <ul style="list-style-type: none"> • To know that prayer is an important form of communication with God. • To be able to recall some forms of prayer and say why they are important. • To take part in prayer liturgies and write some prayers of praise and thanks. • To know some of the prayers of the Church and to be able to voice their own prayers and eventually be able to write them. • To understand and be able to explain some of the words used in the prayers of the Church.

Literacy

Reading

40-60: Begins to read words and simple sentences.

40-60: Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

ELG: Children read and understand simple sentences.

ELG: They use phonic knowledge to decode regular words and read them aloud accurately.

ELG: They also read some common irregular words.

ELG: They demonstrate understanding when talking with others about what they have read.

EXC: Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.

EXC: They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

EXC: They can describe the main events in the simple stories they have read.

Writing

40-60: Can segment the sounds in simple words and blend them together.

40-60: Writes own name and other things such as labels, captions.

40-60: Attempts to write short sentences in meaningful contexts.

ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds.

ELG: They also write some irregular common words.

ELG: They write simple sentences which can be read by themselves and others.

ELG: Some words are spelt correctly and others are phonetically plausible.

EXC: Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.

EXC: They use key features of narrative in their own writing.

Numbers

Geometry – Exploring Patterns

Addition and Subtraction – Count on and Back

Number and Place Value – Numbers to 20

Multiplication and Division – Numerical Patterns (Doubles, Halves/Sharing, Odds and Evens)

Measurement – Measure (Length, Height, Weight, Distance, Capacity)

40-60: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

40-60: Records, using marks that they can interpret and explain.

40-60: Begins to identify own mathematical problems based on own interests and fascinations.

ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

ELG: They solve problems, including doubling, halving and sharing.

EXC: Children estimate a number of objects and check quantities by counting up to 20.

EXC: They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Shape, Space and Measure

40-60: Orders two or three items by length or height.

40-60: Orders two items by weight or capacity.

40-60: Uses familiar objects and common shapes to create and recreate patterns and build models.

ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

ELG: They recognise, create and describe patterns.

ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

EXC: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Communication and Language

Listening and Attention

40-60: Maintains attention, concentrates and sits quietly during appropriate activity.

40-60: Two-channelled attention – can listen and do for short span.

ELG: Children listen attentively in a range of situations.

ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

ELG: They give their attention to what others say and respond appropriately, while engaged in another activity.

EXC: Children listen to instructions and follow them accurately, asking for clarification if necessary.

EXC: They listen attentively with sustained concentration to follow a story without pictures or props.

EXC: They can listen in a larger group, for example, at assembly.

Understanding

40-60: Understands humour, e.g. nonsense rhymes, jokes.

40-60: Able to follow a story without pictures or props.

ELG: Children follow instructions involving several ideas or actions.

ELG: They answer 'how' and 'why' questions about their experiences and in response to stories or events.

EXC: After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

EXC: They can carry out instructions which contain several parts in a sequence.

Speaking

40-60: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

40-60: Uses language to imagine and recreate roles and experiences in play situations.

ELG: Children express themselves effectively, showing awareness of listeners' needs.

ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

ELG: They develop their own narratives and explanations by connecting ideas or events.

	<p>EXC: Children show some awareness of the listener by making changes to language and non-verbal features.</p> <p>EXC: They recount experiences and imagine possibilities, often connecting ideas.</p> <p>EXC: They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Development</p>	<p>Moving and Handling</p> <p>40-60: Shows a preference for a dominant hand.</p> <p>40-60: Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG: Children show good control and co-ordination in large and small movements.</p> <p>ELG: They move confidently in a range of ways, safely negotiating space.</p> <p>ELG: They handle equipment and tools effectively, including pencils for writing.</p> <p>EXC: Children can hop confidently and skip in time to music.</p> <p>EXC: They hold paper in position and use their preferred hand for writing, using a correct pencil grip.</p> <p>EXC: They are beginning to be able to write on lines and control letter size.</p> <p>Health and Self-Care</p> <p>40-60: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>40-60: Practices some appropriate safety measures without direct supervision.</p> <p>ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>EXC: Children know about, and can make healthy choices in relation to, healthy eating and exercise.</p> <p>EXC: They can dress and undress independently, successfully managing fastening buttons or laces.</p>

Self-Confidence and Self-Awareness

40-60: Confident to speak to others about own needs, wants, interests and opinions.

40-60: Can describe self in positive terms and talk about abilities.

ELG: Children are confident to try new activities, and say why they like some activities more than others.

ELG: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

ELG: They say when they do or don't need help.

EXC: Children are confident speaking to a class group.

EXC: They can talk about the things they enjoy, and are good at, and about the things they do not find easy.

EXC: They are resourceful in finding support when they need help or information.

EXC: They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Managing Feelings and Behaviour

40-60: Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

ELG: They work as part of a group or class, and understand and follow the rules.

ELG: They adjust their behaviour to different situations, and take changes of routine in their stride.

EXC: Children know some ways to manage their feelings and are beginning to use these to maintain control.

EXC: They can listen to each other's suggestions and plan how to achieve an outcome without adult help.

EXC: They know when and how to stand up for themselves appropriately.

EXC: They can stop and think before acting and they can wait for things they want.

Making Relationships

40-60: Explains own knowledge and understanding, and asks appropriate questions of others.

40-60: Takes steps to resolve conflicts with other children, e.g. finding a compromise.

ELG: Children play co-operatively, taking turns with others.

ELG: They take account of one another's ideas about how to organise their activity.

ELG: They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

EXC: Children play group games with rules.

EXC: They understand someone else's point of view can be different from theirs.

EXC: They resolve minor disagreements through listening to each other to come up with a fair solution.

EXC: They understand what bullying is and that this is unacceptable behaviour.

how to keep safe in the sun and protect skin from sun damage
about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
about rules and age restrictions that keep us safe
to recognise risk in simple everyday situations and what action to take to minimise harm
about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
that household products (including medicines) can be harmful if not used correctly
ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
about what rules are, why they are needed, and why different rules are needed for different situations
about how the internet and digital devices can be used safely to find things out and to communicate with others
about the role of the internet in everyday life
how feelings can affect people's bodies and how they behave
to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
how to respond safely to adults they don't know
about how to respond if physical contact makes them feel uncomfortable or unsafe
what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
about what rules are, why they are needed, and why different rules are needed for different situations
that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
about the people whose job it is to help keep us safe
about things that people can put into their body or on their skin; how these can affect how people feel
about the people who help us to stay physically healthy
about the people whose job it is to help keep us safe
about what to do if there is an accident and someone is hurt
how to get help in an emergency (how to dial 999 and what to say)
how people and other living things have different needs; about the responsibilities of caring for them
different jobs that people they know or people who work in the community do
about some of the strengths and interests someone might need to do different jobs
how people and other living things have different needs; about the responsibilities of caring for them
how people and other living things have different needs; about the responsibilities of caring for them

<p>about the different groups they belong to</p> <p>about the different roles and responsibilities people have in their community</p> <p>about how to treat themselves and others with respect; how to be polite and courteous</p> <p>about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>how people and other living things have different needs; about the responsibilities of caring for them</p> <p>about things they can do to help look after their environment</p> <p>about the different groups they belong to</p> <p>about the different roles and responsibilities people have in their community</p> <p>to recognise the ways they are the same as, and different to, other people</p>

People and Communities

ELG: Children talk about past and present events in their own lives and in the lives of family members.

ELG: They know that other children don't always enjoy the same things, and are sensitive to this.

ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.

EXC: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

EXC: They know that other children have different likes and dislikes and that they may be good at different things.

EXC: They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The World

ELG: Children know about similarities and differences in relation to places, objects, materials and living things.

ELG: They talk about the features of their own immediate environment and how environments might vary from one another.

ELG: They make observations of animals and plants and explain why some things occur, and talk about changes.

EXC: Children know that the environment and living things are influenced by human activity.

EXC: They can describe some actions which people in their own community do that help to maintain the area they live in.

EXC: They know the properties of some materials and can suggest some of the purposes they are used for.

EXC: They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Technology

ELG: Children recognise that a range of technology is used in places such as homes and schools.

ELG: They select and use technology for particular purposes.

EXC: Children find out about and use a range of everyday technology.

EXC: They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Expressive Arts and Design

Exploring and Using Media and Materials

40-60: Uses simple tools and techniques competently and appropriately.

40-60: Selects appropriate resources and adapts work where necessary.

40-60: Selects tools and techniques needed to shape, assemble and join materials they are using.

ELG: Children sing songs, make music and dance, and experiment with ways of changing them.

ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EXC: Children develop their own ideas through selecting and using materials and working on processes that interest them.

EXC: Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Being Imaginative

ELG: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EXC: Children talk about the ideas and processes which have led them to make music, designs, images or products.

EXC: They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.