

Reception – Growing and Changing – Summer 1

Phonics

- Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy
- To recall previous common exception words and be exposed to new common exception words: your, said, you, be, are
- By the end of Summer 1, pupils should be able to
 - Read Green Storybooks
 - Read 4 double consonants

Literacy

Jack and the Beanstalk

- Listen attentively to a traditional tale and respond to questions
- Retell the story using story language and sequence key events
- Identify main characters and settings
- Join in with repeated phrases
- Write simple labels, captions or sentences linked to the story

The Tiny Seed

- Talk about changes that happen over time
- Use new vocabulary linked to growth and seasons
- Answer simple questions about what they have heard
- Sequence events from the story
- Represent ideas through drawings, labels or simple captions

The Odd Egg

- Talk about characters' feelings and relationships
- Make predictions about what might happen next
- Use talk to explain ideas and opinions
- Join in with repeated language
- Write simple captions or sentences linked to the story

Mrs Noah's Garden

- Listen to and talk about events in a story
- Use vocabulary linked to plants, gardens and growing
- Retell parts of the story through role-play

Maths

To 20 and Beyond

- Count forwards and backwards within 20
- Recognise and name numbers to 20
- Understand that numbers continue beyond 10
- Use one-to-one correspondence when counting larger sets
- Represent numbers to 20 using objects, drawings and number lines
- Compare quantities using language such as more, fewer and equal

How Many Now?

- Understand that numbers can change when objects are added or taken away
- Answer simple questions such as "How many now?" using practical resources
- Use counting strategies to find a new total
- Begin to explore simple addition and subtraction through play
- Explain their thinking using simple mathematical language

Manipulate, Compose and Decompose

- Manipulate objects to explore number relationships
- Compose numbers by combining groups
- Decompose numbers by splitting groups
- Recognise that numbers can be made in different ways
- Use practical equipment to represent number bonds
- Talk about number relationships using everyday language

- Respond to questions using simple sentences - Create simple written or drawn responses <u>Tad</u> - Listen carefully to a story about life cycles and change - Talk about similarities and differences - Use new vocabulary linked to animals and growth - Retell events in order - Represent learning through drawings, labels or simple sentences <u>Winnie-the-Pooh Helps the Bees</u> - Listen to and enjoy a familiar character story - Talk about characters and events - Use story language during retelling and role-play - Answer questions about what happens and why - Attempt to write simple captions or sentences using phonics knowledge			
<u>Trips/Events/Visitors-</u> St George's Day			
<u>Understanding the World</u> <u>Farming and Farmers</u> - Talk about what a farm is and what happens on a farm - Identify the role of a farmer - Describe some jobs that farmers do - Recognise that food comes from farms - Use appropriate vocabulary linked to farming <u>Farm Animals and Their Young</u> - Name common farm animals - Identify some baby animals and match them to their parents - Talk about similarities and differences between animals	<u>Expressive Art and Design</u> <u>Still Life: Drawing and Painting Fruit</u> <u>Inspired by Paul Cézanne – The Basket of Apples (1895)</u> - Observe fruit carefully and talk about shape, colour and texture - Use drawing and painting tools with increasing control - Select and mix colours to represent real objects - Create a simple still life image - Talk about their artwork and the choices they have made <u>Still Life: Curtain, Jug and Fruit (1894)</u> - Explore how objects can be arranged to create a still life - Notice differences in size, shape	<u>Physical Development</u> <u>Rumble in the Jungle</u> - Perform a range of animal-inspired movements (e.g. crawling, jumping, stretching, slithering) - Develop balance and coordination through controlled movement - Travel in different ways, changing speed and direction - Use large muscle movements with increasing control - Show awareness of space and others when moving - Follow simple rules and instructions during physical activity - Demonstrate confidence and	<u>Personal, Social and Emotional Development</u> <u>Self-Regulation</u> - Recognise and name a range of feelings and emotions - Begin to understand what causes different emotions - Use simple strategies to calm themselves (e.g. breathing, quiet space, asking for help) - Manage impulses and begin to wait for their turn - Follow simple rules and routines with adult support - Express their needs and feelings using words rather than actions - Begin to cope with

▪ Use simple language to describe animals ▪ Show curiosity and care for living things <u>Life Cycles</u> ▪ Talk about how living things grow and change ▪ Sequence simple life cycle events (e.g. baby to adult) ▪ Use vocabulary such as grow, change and same/different ▪ Recognise that living things change over time <u>Plants and Seeds</u> ▪ Identify seeds and plants ▪ Talk about what plants need to grow ▪ Observe and describe changes in plants over time ▪ Take part in planting and caring for seeds ▪ Use drawings or talk to record observations <u>Who Was St George and Why Do We Remember Him?</u> ▪ Recognise Saint George as a significant person from the past ▪ Listen to and talk about the story of St George ▪ Understand that St George is remembered as the patron saint of England	and position ▪ Use paint and drawing tools to represent objects ▪ Experiment with line and colour ▪ Describe similarities and differences between artworks <u>Making Fruit Kebabs</u> ▪ Explore fruit using their senses (taste, smell, touch, sight) ▪ Talk about the process of preparing food ▪ Follow simple instructions with adult support ▪ Use tools safely and appropriately ▪ Represent experiences through talk, drawing or role-play <u>Music-Big Bear Funk</u> ▪ Join in confidently with songs and musical activities ▪ Explore rhythm and beat using voice and body ▪ Respond to music through movement ▪ Listen and respond to changes in music ▪ Perform as part of a group <u>Traditional Rhymes</u> ▪ Mary Had a Little Lamb ▪ Little Tommy Tucker ▪ Old Mother Hubbard ▪ Two Little Dickie Birds ▪ Polly Put the Kettle On	enjoyment in physical challenges <u>Seaside</u> ▪ Perform movements inspired by seaside themes (e.g. splashing, paddling, jumping waves) ▪ Develop coordination through running, hopping and balancing activities ▪ Combine movements smoothly and with control ▪ Navigate space safely, avoiding obstacles and other children ▪ Use imagination to move in response to a theme ▪ Talk about how their body feels during and after exercise	disappointment and change ▪ Show increasing control over their behaviour in familiar situations
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▪ Recognise symbols associated with St George (e.g. red cross, dragon) ▪ Begin to understand that stories from the past are remembered for special reasons	▪ Join in with familiar rhymes and songs ▪ Use actions and movement to match rhythm and words ▪ Recognise repeated patterns in songs ▪ Develop confidence performing with others		
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