

# Reception Summer 1: Living and Growing

## Curriculum connections

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### English

Continue to build a rich vocabulary through 'Word of the Week' and a variety of fiction and non-fiction books linking to our topic lessons and our reading spine.

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Use and understand recently introduced vocabulary during discussions and during role-play.

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Learn by heart a number of nursery rhymes such as; ants go marching on, five little speckled frogs, incy wincy spider, 1,2,3,4,5 once I caught a fish alive etc.

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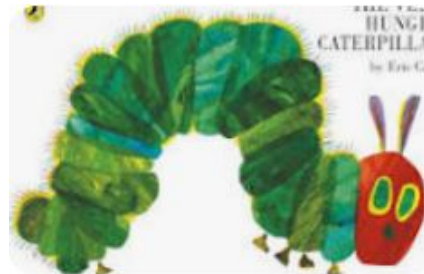
Continue to use story language to confidently retell core texts such as The Hungry Caterpillar.

Further develop confidence in word reading, fluency, understanding and enjoyment.

Say a sentence to write including some red words, capital letter and a full stop.

Write recognisable lowercase and capital letters correctly.

Spell words by identifying sounds they hear in them and representing the sounds with a letter or letters.



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### Maths

Begin to count to 20 and beyond, recognising the pattern of the counting system.

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Know how to represent numbers above ten using different manipulatives involving counters, numicon, 10 frames and other pictorial and concrete manipulatives.

Learn to identify and name numbers to 20, understanding the value of each number and knowing the order they belong.

Use spatial reasoning to match shapes including those with different orientations.

Make a simple shape arrangement and describe, copy and create different arrangements of shapes and patterns exactly, thinking about what shapes to select and where to place them in relation to other shapes.

Use real objects to see that a quantity of a group will change when adding more and taking away.

Use the first, then, now structure to create mathematical stories in meaningful contexts. Number stories can be presented using 10 frames, number tracks and their fingers.

Begin to recognise and name 3D shapes.

Identify 2D shapes within 3D shapes.

To find 3D shapes in the environment.

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### Understanding the World

Have an understanding of their immediate environment including living things around them such as plants and animals.

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Encourage curiosity within the natural world to foster a caring attitude towards their environment.

Observe changes over time including growing their own plants, and seasons.

Recognise that people have different beliefs and how special times are celebrated in different ways.

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### Expressive Art and Design

Independently use colour-mixing techniques to match the colours they see and want to represent.

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Use a range of materials and tools with care and precision.

Share their creations, explaining the process they have used.

Talk about art and artists.

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Confidently orally retell familiar stories innovating new characters and ideas.

Build a repertoire of rhymes.

Confidently perform the rhyme of the week, familiar stories and their own inventions on the stage area outside as well as using the puppet theatre and book corner inside as locations to express themselves. Link actions to music to retell familiar nursery rhymes during PE lessons.

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### 1 Personal, Social and Emotional Development

- 1 Develop independence, setting and working towards simple goals. Wait for what they want and regulate their behaviour accordingly.  
Give focused attention to what teachers say, responding appropriately even when engaged in an activity.  
Follow instructions involving several ideas or actions.  
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  
Show care and concern for their environment.  
Have positive attachments to adults, friends and peers.  
Explore the Jigsaw topic 'Relationships', our families, making friends, falling out and being the best friend that we can be.

### Physical Development

- Develop and refine a range of ball skills enhancing confidence, competence, precision and accuracy when engaging in activities that involve a ball.  
Develop and refine skills such as rolling/pushing a piece of equipment, catching with both hands, moving and stopping safely, adjusting speed and direction through the participation of team games.  
Demonstrate strength, balance and coordination through play.  
Develop the foundations of a handwriting style which is fast, accurate and efficient.  
Develop fine motor skills through the use of tools such as pencils, paint brushes, scissors, forks and spoons competently, safely and confidently.

### 1 Communication and Language

- 1 Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  
Make comments about what they have heard and ask questions to clarify their understanding.  
Hold a conversations when engaged in back-and-forth exchanges with their teacher and peers.  
Participate in small-group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  
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.

### 1 Spanish

- Mini bestias**  
Ten minibeasts characters are introduced in this topic as they prepare for their school sports day. They will also learn and follow simple instructions in Spanish. The unit ends with an animated story of the sports day race.

### 1 Spiritual, Moral, Social and Cultural Development

- 1 WC 20 April - Earth hour  
WC 27 April - Trip to Hertfordshire Zoo  
WC 18 May - Walk to School Week