

# Reception Summer Term

## Physical Development

### **What we want the children to know**

Know that woodwork tools can be used to cut and join  
Know that things can be joined using tape and glue.  
Know gardening tools can be used to help water and work the garden  
Know tools can be used to create texture and pattern in clay and paint  
Play some instruments with increasing control **What we want the children to know how to do**  
Use woodwork tools to cut and join safely and under supervision.  
Join with tape and glue.  
Control large scale gardening tools including watering cans.  
Use fine mark-making tools to create texture and pattern in clay.  
Control printing tools to create a desired effect.  
Play boom whackers with wrist and shoulder control.  
Dismantle objects and mechanisms using a range of hand actions.  
Control and steer a ball by hand.  
Aim, roll, track and collect a ball.  
Know a ball can be controlled and steered using hands or equipment

## Literacy

### **What we want the children to know**

Know that stories have different plots (journey tale, defeating monster etc)  
Know that characters will have feelings and emotions.  
Know that there are fiction and non fiction books and the difference between them.  
Know set 1 sounds and digraphs (sh, ch, th, nk, ng)  
Know set 2 sounds - digraphs (ay, ee, igh, ow, oo)  
Know set 3 sounds and that there is more than one way to represent a sound  
Know that a sentence begins with a capital letter and a full stop.  
Know the ditties for letter formation for set 1 and set 2 sounds and digraphs  
Form recognisable letters correctly with increasing independence.  
**What we want the children to know how to do**  
Predict the development of the plot - using own experiences from own knowledge and from stories and books they have listened to.  
Empathise with characters.  
Make links between texts.  
Access simple information books and identify simple non fiction books (e.g contents page, facts, photographs)  
Independently knows how to segment and blend sounds in regular words to write short sentences including those with digraphs in line with phonic group expectation  
Knows how to punctuate own sentences during adult guided sessions with increasing independence

## Communication and Language

### **What we want the children to know**

#### **Know main parts of familiar story by heart**

Recall and define specialist vocabulary for the half term  
Use own experiences and knowledge gained from stories, books to answer open ended or speculative questions, eg I wonder.....  
Formulate and respond to arrange of "Why?" and "How?" questions  
**What we want the children to know how to do**  
Tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.  
Answer open ended or speculative questions, eg I wonder.....  
Process three step instructions.  
Draw on own knowledge and experience to  
Formulate and respond to arrange of "Why?" and "How?" questions

## Maths

### **What we want the children to know**

Beginning to count by rote beyond 20 up to 50 with help for decade changes  
Know that numbers 9 and 10 can be made up of 2 or more numbers  
Knows double 1 to double 5 by heart  
Knows subtraction facts within 5  
Recall evens and odds and apply  
Count by rote to 100, recognising decade numbers.  
Knows some names and properties of 3d shapes (cube, cuboid, sphere, cone -curved, edge, straight, corner)  
Know 3d shapes can be made using other shapes  
Know names of the days and language related to time  
Know that patterns follow a set rule  
**What we want the children to know how to do**  
Demonstrate understanding of the composition of 9 and 10 by partitioning and recombining  
and pair wise and five wise patterns on 10s frames  
Recall and apply double 1 to double 5  
Recall subtraction facts within 5 and apply  
Design 3D shapes on mirrors  
Know how to make 3D shapes out of 3D shapes  
Can narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday

### **Personal, Social and Emotional Development**

#### **What we want the children to know**

Know facial expressions and body language can be used to express different emotions.

Know some ingredients used to create a healthy snack or treat

To embed knowledge about the recovery position

#### **What we want the children to know how to do**

Engage in more complex and extended turn taking games

Know how to read some facial expressions and body language (extending the vocabulary of emotions)

Building strategies to make new friends.

Choose ingredients suited to a healthy snacks.

With growing independence place someone in the recovery position

### **Understanding the world**

#### **What we want the children to know**

Know that families celebrate special times and traditions.

Know that there are changes to trees and plants in different seasons.

Know how to grow seeds and care for seedlings.

Know that a simple map can be used to represent key geographical features.

Know names of some features found at the beach (sea, sand, rocks, seaweed)

Know that adults have different roles in the community (nurse, doctor, teacher, shop worker, police, firefighter)

Know that real life people can save lives and make a difference

Know that people can have a positive impact on our environment –eg David Attenborough

Know that we can make and keep memories

Knows that objects, photographs and momentos help us to remember.

#### **What we want the children to know how to do**

Describe changes to trees and woodland plants in spring.

Demonstrate how to plant, grow and care for plants

Make a simple map and represent key geographical features.

Name physical features of a beach environment using secondary sources.

Describe the roles of significant adults in the community.

Describe the life of a real 'super hero' who has changed our world.

Through the use of stories and videos- children can talk about someone who has had a positive impact on our environment –eg David Attenborough

Can describe memories and that some are sad and some happy.

Can talk about a memory using objects, photographs and film to help us to remember.

### **Expressive Art and Design**

#### **What we want the children to know**

Know that drawings and paintings can be drawn of natural found objects and living things using observational art skills.

Know that wood and reclaimed materials can be joined to make objects with a purpose.

Know that printing and paint can be used to create effect

Know that reclaimed materials can be used to collage own design ideas

Know our hands or feet can be used rhythmically to mark the beat.

Know some simple call and response songs

#### **What we want the children to know how to do**

Know how to make increasingly detailed observational drawings and paintings of natural found objects and living things

Know how to join wood and reclaimed materials to make objects with a purpose.

Print accurately with paint to achieve an effect and describe design choices.

Select reclaimed materials to collage representationally or with a design idea and explain choices.

Move rhythmically on the spot and travelling, using hands or feet to mark the beat.

Echo simple short rhythmic phrases with untuned percussion.

Discuss the pitch contrasts in tuned percussion

Call and response songs