

## Literacy

- Re-visit Phase 2/3 tricky words and making sure we are becoming familiar with the new Phase 4 tricky words as we prepare for Year 1.
- Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.
- Using our phonic knowledge to decode regular words and read them aloud with increasing accuracy.
- Use clearly identifiable letters to communicate meaning; representing some sounds correctly and in sequence when writing and recording observations.
- Use our phonic knowledge to write words in ways which match their spoken sounds.
- Developing our story telling techniques through Traditional Tales.
- Recall the main points in text in the correct sequence, using own words and include new vocabulary.

## Understanding the world

### Chronology:

Order experiences in relation to themselves and others, including stories.

### Natural World:

- Express opinions on natural & built environments & opportunities to hear different points of view on the quality of the environment. Use words such as busy, quiet, pollution.
- Observe & interact with natural processes, such as a boat floating on water.

### Respect:

- Understand that some places are special to members of their community.
- Create own maps using grid paper and symbols (x marks the spot treasure maps)

## Mathematics

Find my pattern

Doubling

Sharing & grouping

Even & odd

Spatial reasoning

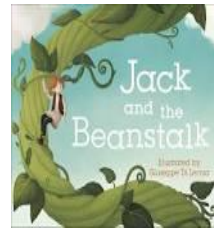
Patterns & relationships

Spatial mapping

Mapping

## Communication and Language

- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Speak in well-formed sentences with some detail.
- Use new vocabulary in different contexts.
- Use past, present, and future tenses in conversation with peers and adults.



# Reception Summer 2 Traditional Tales



## Expressive Arts and Design

- Building houses from different materials linking to The Three Little Pigs link.
- Continuing to explore colour mixing.
- Using primary colours to make secondary colours for specific purposes.
- Continuing our process art and use the clay to create a characters we may find in our stories.
- Using the design sheets in provision to plan our ideas.

## Personal, Social and Emotional Development

- Able to identify and moderate own feelings.
- See themselves as a unique and valued individual.
- Can seek out a challenge and enjoy the process.
- Show sensitivity to others' needs and feelings.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity.
- Shows an ability to follow instructions involving several ideas or actions.
- Can set and work towards simple goals.

## Physical Development

- Runs skillfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.
- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment.
- Moves freely and with pleasure and confidence in a range of skillful ways.
- Forming letters using the correct formation.
- Using scissors/pencils/brushes correctly.