

Christ Church School – Reception Long Term Planning – Summer Term

<u>Possible Topics</u>		Summer 1		Summer 2	
Brown Bear Brown Bear, Polar Bear Polar Bear, Dear Zoo, The Gruffalo, Owl Babies, The Very Hungry Caterpillar, Minibeasts, We're going on a Bear Hunt, The Rainbow Fish, Handa's Surprise, Little Red Hen, Farmer Duck, On The Farm					
Communication and Language	Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, assemblies and weekly interventions.	What do you notice? Discovering Passions Re-read some books and learn the language necessary to talk about what is happening in each illustration and relate it to familiar experiences. Talk about what you notice about changes in the world around us		Time to Share Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Explore books containing photographs and pictures, for example, places in different weather conditions and seasons.	
Personal, Social & Emotional	Whole EYFS Focus PSE is developed throughout the year through high quality interactions, focussed teaching daily discussions, building constructive and respectful relationships, expressing and exploring emotions.	Jigsaw – Relationships -Know how to make friends -Try to solve friendship problems when they occur -Help others to feel part of a group -Show respect in how they treat others -Know and show what makes a good relationship -Know how to help themselves and others when they feel upset and hurt		Jigsaw – Changing Me -Understand that everyone is unique and special -Can express how they feel when change happens -Understand and respect the changes that they see in themselves -Understand and respect the changes that they see in other people -Know who to ask for help if they are worried about change -Are looking forward to change	
Physical Development		Gross Motor Get Set 4 PE – Ball Skills – Unit 2 -To develop rolling and tracking a ball. -To develop accuracy when throwing to a target. -To develop dribbling with hands. -To develop throwing and catching with a partner. -To develop dribbling a ball with your feet. -To develop kicking a ball to a target.	Fine Motor Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line e.g. circle Draw a cross Colour inside the lines of a picture Start to draw pictures that are recognisable	Gross Motor Get Set 4 PE – Games – Unit 2 -To develop accuracy when throwing and practise keeping score. -To follow instructions and move safely when play tagging games. -To learn to play against an opponent. -To play by the rules and develop coordination. -To explore striking a ball and keeping score. -To work co-operatively as a team.	Fine Motor Form letters correctly Copy a square Begin to draw diagonal lines e.g. a triangle Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy		Phonics – Phase 3 Consolidation Week 1 - Recap Sounds from Weeks 1-4 Phase 3 Week 2 - Recap Sounds from Weeks 5-7 Phase 3 Week 3 - Trigraphs and Consonant Digraphs Week 4 - Letter Sounds and Vowel Digraphs Week 5 - Level 3 Revision Week 6 - Level 3 Revision		Poetry -Brown Bear Brown Bear -Polar Bear Polar Bear -Dear Zoo -The Gruffalo -We're going on a Bear Hunt		Phonics – Phase 4 Week 1 - CVCC Words Week 2 - CCVC Words Week 3 - Adjacent Consonants Week 4 - Polysyllabic Words Week 5 - Consolidation Week 6 - Consolidation		Narrative -Owl Babies -The Very Hungry Caterpillar -The Rainbow Fish -Handa's Surprise -Little Red Hen -Farmer Duck	
Mathematics	Whole school Focus Maths Mastery Approach White Rose Our EYFS Ethos is embedded in the characteristics of effective learning and seeks to support children's development through high quality environments and meaningful interactions.	To 20 and Beyond Number - Building numbers beyond 10 Counting patterns beyond 10 <u>Measures, Shape and Spatial Thinking</u> - Spatial Reasoning 1 - Match, rotate, manipulate		First, Then, Now Number - Adding more - Taking Away <u>Measures, Shape and Spatial Thinking</u> - Spatial Reasoning 2 - Compose and decompose		Find My Pattern Number - Doubling - Sharing and grouping - Even and odd <u>Measures, Shape and Spatial Thinking</u> - Spatial Reasoning 3 - Visualise and build		On The Move Number - Deepening Understanding - Patterns and Relationships <u>Measures, Shape and Spatial Thinking</u> - Spatial Reasoning 4 - Mapping	
Understanding of the World		The Natural World -Minibeasts -Owls -Lifecycles -Habitats (woodland, Arctic) - Draw information from a simple map. • Recognise some environments that are different to the one in which they live.	Past and Present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	People, Culture and Communities - Being special and belonging. Why? -Special places - Our community	The Natural World -The Ocean -Farm animals	Past and Present - Farming - Then and Now - Understand the past through settings, characters and events encountered in books read in class and storytelling.	People, Culture and Communities - Our special world – why? - Recognise some similarities and differences between life in this country and life in other countries. -Noah's ark -Daniel and the Lion		

Expressive Arts and Design		Being Imaginative and Expressive MUSIC - Charanga – Big Bear Funk -Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place	Creating with Materials Structures - Junk model church Textiles and fabrics – animal prints Collage – tissue paper Lift Flap books Looking at work from various artists	Being Imaginative and Expressive MUSIC - Charanga – Reflect, Rewind, Replay -Listen and Appraise -Continue to embed the foundations of the interrelated dimensions of music using voices and instruments -Sing and revisit nursery rhymes and action songs -Play instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place	Creating with Materials Symmetry – butterfly prints Model making – Noah's ark Still life - flowers Weaving paper baskets Salt dough fish decorations Colour mixing - ocean paintings Looking at work from various artists – Eric Carle
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Early Learning Goals – End of Year Assessment - Best Fit Judgement						
Communication and language	Personal social emotional development	Physical development	Literacy	Maths	Understanding of The World	Expressive Arts and Design
ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. - Make comments about what they have heard and ask questions to clarify their Understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking - Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. - 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.	ELG: Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships - Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.	ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. – Anticipate, where appropriate, key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	ELG: Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

