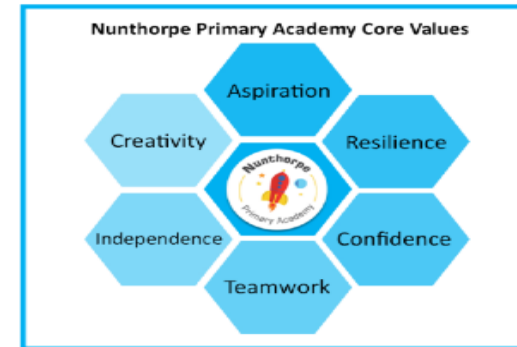




# Summer



## Characteristics of Effective Learning

Playing and exploring – engagement

Active Learning – Motivation

Creating and thinking critically

Finding out and exploring  
 Playing with what they know  
 Being willing ‘to have a go’  
 Choosing ways of doing things

Being involved and concentrating  
 Keeping trying  
 Enjoying achieving what they set out to do.

Having their own ideas  
 Making links

## Intent

During the final few weeks of the EYFS phase, children are encouraged to demonstrate all of the skills they have accomplished to date confidently and independently. Staff will support children to be resilient and to value their own opinions and judgements. New language, linked to the topic will be displayed in the environment and children will be taught to use language in the correct context, ensuring they are speaking in whole sentences and using correct tenses wherever possible. The final phase of learning will celebrate all the children have achieved in Reception as well as preparing them for Year One. This will include taking part in a transition day.

Communication and Language

Skills

Overview



<p><i>Listening and Attention</i></p> <ul style="list-style-type: none"> <li>• <i>Speaking</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children ask questions appropriately to deepen their understanding.</i></li> <li>• <i>Children show awareness of their listeners' needs.</i></li> <li>• <i>Use vocabulary relating to the topic to explain their thinking.</i></li> </ul>	<p><i>Children will listen to stories and poems about holidays. Through small group activities they will listen and respond appropriately to personal recounts of family holidays or trips, based on their own experiences. (Paired partner talk, children will be supported to ask appropriate questions to develop discussions in pairs/ small group situations).</i></p> <p><i>Children will speak in a range of informal circumstances, this will include; negotiating ideas, plans and resources and responding and talking to adults. When children speak they demonstrate a developing but secure grasp of sentence structure. They will speak clearly, giving appropriate detail to their conversation.</i></p> <p><i>When retelling narratives or acting out a story they draw upon familiar story language and refrains. Children use descriptive language and can talk about their likes and dislikes clearly enough for others to understand their opinion.</i></p> <p><i>Children will participate in a class assembly, having the opportunity to speak to a large audience, if confident enough to do so.</i></p>
---	---	---

<b>Personal, Social, Emotional Development</b>	<b>Skills</b>	<b>Overview</b>
--	---------------	-----------------



<ul style="list-style-type: none"><li>• <i>Self- Regulation</i></li> <li>• <i>Managing Self</i></li> <li>• <i>Building Relationships</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Children show they value their needs as an individual but understand that at school, they have collective responsibility to consider others.</i></li> <li>• <i>A typical child will be able to follow instructions with two or three elements.</i></li> <li>• <i>Demonstrate good personal hygiene and self-care needs.</i></li> <li>• <i>Why are girls' and boys' bodies different</i></li><li>• <i>What do we call the different parts of girls' and boys' bodies?</i></li><li>• <i>Why and when do I need to wash my hands?</i></li><li>• <i>How do I keep myself safe in the sun?</i></li> <li>• <i>Children show care and concern for the safety and well-being of others around them.</i></li></ul>	<p><i>Children demonstrate that they can cope with all that is expected in a busy Reception class setting. They show understanding of being both an individual and also part of a class where other people have views and opinions.</i></p> <p><i>Children understand instructions such as; ' go to the toilet and then wash your hands before lunch'. When minor set- backs occur, they may need adult support but understand problems will have solutions.</i></p> <p><i>Children will manage their personal hygiene in a variety of different ways. They will wash and dry their hands before eating, use tissues when sneezing and manage their own personal care when toileting. They will recognise when they need to drink water, feel tired, hungry, hot/cold or unwell.</i></p> <p><i>This unit is part of our RSE curriculum. The content is delivered through our Trust agreed programme called Yasmin and Tom and also practical activities where children have agreed boundaries and expectations before the teaching element of the session.</i></p> <p><i>Once children are able to recognise their own well-being needs they will start to demonstrate an understanding of the needs of others; e.g: caring for a friend who is feeling unwell, helping someone achieve a skill that they can support with.</i></p>
--	--	---



<b>Physical Development</b>	<b>Skills</b>	<b>Overview</b>
<ul style="list-style-type: none"><li>• <i>Gross Motor Skills</i></li> <li>• <i>Fine Motor Skills</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Demonstrate skill, coordination and balance while moving in different ways, confidently using the space around them. Hold a pencil effectively and form the vast majority of letters correctly.</i></li> <li>• <i>Begin to show accuracy and care when drawing.</i></li></ul>	<p><i>Children take part in a range of physical activities (possibly in and out of school). They talk about activities and with support can discuss healthy activities and lifestyle choices.</i></p> <p><i>Final review of pencil grip, children complete pencil portraits. Adults to assess scissor skills, along with how children manage paintbrushes and cutlery in the dinner hall/ at home.</i></p> <p><i>Complete final pencil portrait in the last few weeks of the summer term.</i></p>



Literacy	Skills	Overview
<ul style="list-style-type: none"><li>• <i>Comprehension</i></li>         <li>• <i>Word Reading</i></li>         <li>• <i>Writing</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Retell familiar stories using repetition, recently introduced vocabulary and their own words to create narratives.</i></li> <li>• <i>Use and understand recently introduced vocabulary in different contexts including discussion with peers and in role-play.</i></li> <li>• <i>Confidently say a sound for each letter in the alphabet and read some letter groups that represent one sound.</i></li><li>• <i>Read words consistent with their phonic knowledge, recognising that some sounds in words have two letters, which make one sounds.</i></li><li>• <i>Build a bank of common exception words and words, which can be read on sight to develop a fluency in reading. Use word-building skills to decode unfamiliar words and phrases.</i></li> <li>• <i>Form letters with increasing accuracy, using a mature pencil grasp.</i></li><li>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></li> <li>• <i>Write simple phrases and sentences that can be read by others and include</i></li></ul>	<p><i>Children will be able to retell the traditional stories learned from memory using key story language, puppets and/ or picture books based on Pie Corbett actions.</i></p> <p><i>New vocabulary will be introduced through books and stories. Meanings of new words will be discussed and words will be displayed around the classroom. Words linked to places around the world, significant landmarks, vocabulary linked to the seaside etc will be introduced to children and developed.</i></p> <p><i>Through carefully planned phonic teaching, twice weekly 1:1 reading and with support from home a typical child will be able to confidently read simple sentences, a personal collection of exception words, all alphabet sounds and at least 10 digraphs (in line with the RWI phonics programme.</i></p> <p><i>Dedicated handwriting sessions, supported by 1:1/ small group work children will form most lower-case letters correctly. When children have a fully developed pencil grip, a pre- cursive handwriting style will be introduced.</i></p> <p><i>Through a variety of writing opportunities linked to focus texts this half term and books of personal interest, children will write simple sentences and phrases which can be read by others. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include</i></p>



Mathematics	Skills	Overview
<ul style="list-style-type: none"><li>• <i>Number</i></li> <li>• <i>Number Patterns</i></li> <li>• <i>Shape, Space and Measures</i></li></ul>	<ul style="list-style-type: none"><li>• Demonstrate a concrete understanding of numbers to 10, including the composition of each number.</li><li>• <i>Confidently use number bonds up to 10 and know subtraction facts to five.</i></li><li>• <i>Count confidently beyond 20 and recognise the pattern in counting.</i></li><li>• <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</i></li><li>• <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally by sharing.</i></li><li>• <i>Children use vocabulary, which demonstrates an understanding and experiences of comparing size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</i></li><li>• <i>Use mathematical language to name and describe 2D and 3D shapes</i></li></ul>	<p><i>Using resources such as Numicon and other counting apparatus. Use 5 and 10 frames/ Numicon resources to subitise numbers confidently without needing to count objects.</i></p> <p><i>Provide challenges in the maths area to strengthen understanding of number values, addition facts &amp; subtraction facts, number bonds and doubling facts to 10.</i></p> <p><i>Children sing songs, take part in daily maths sessions and then follow up with individual and small group activities to deepen understanding.</i></p> <p><i>Regular focused activities and also incidental opportunities such as when baking, planting etc to compare quantities and apply language to the context.</i></p> <p><i>Children solve everyday number problems encountered in real life situations such as sharing and halving fairly. Children talk through their thinking as they work.</i></p> <p><i>They will be explicitly taught concepts such as more and less than a given number and how to add and subtract, identify odd and even numbers.</i></p> <p><i>Children will help to set up a fish and chip restaurant, make menus with price lists and pay for their food using coins through role-play.</i></p> <p><i>Children will regularly use a teaching clock to read time to the hour. They will use a balance to weigh and compare items and will also be able to measure and compare the length of two items</i></p>



<b><i>Knowledge and Understanding</i></b>	<b><i>Skills</i></b>	<b><i>Overview</i></b>
<ul style="list-style-type: none"><li>• <i>Past and Present</i></li> <li>• <i>The Natural World</i></li> <li>• <i>People, Cultures and Communities</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Talk about people within their community, such as police, fire service, doctors and teachers, discuss their role and its importance in supporting society.</i></li> <li>• <i>Understand some important processes and changes in the natural world around them, describing what they can see, hear and feel while outside.</i></li> <li>• <i>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.</i></li></ul>	<p><i>Children will talk about adults who help us stay safe in the summer-time pursuits, e.g. life guards, coastguards, mountain rescue.</i></p> <p><i>Children will identify signs of summer, they will observe and talk about the lifecycle of butterfly and other insects which interest them. They will observe the changes in plants grown from seed and where possible eat fruit and vegetables grown at school.</i></p> <p><i>Talk about holiday experiences within this country and also abroad. Where possible link to picture books/ video links. Children will have the opportunity to find places of interest on a map of the British Isles and also use a simple globe to develop their knowledge of countries around the world.</i></p>



<b><i>Expressive Arts and Design</i></b>	<b><i>Skills</i></b>	<b><i>Overview</i></b>
<ul style="list-style-type: none"><li>• <i>Creating with Materials</i></li> <li>• <i>Being Imaginative and Expressive</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Share their creations, explaining the method they have used, reflecting on the selection of materials and the artistic or technical skills they have adopted in the creative process.</i></li> <li>• <i>Invent, adapt and recount narratives and stories with peers and their teacher to create performances and stories which are based on their knowledge from familiar stories.</i></li></ul>	<p><i>Children will learn about the work of a famous artist (Mondrian and/or Matisse) and will explore the techniques used in their work. The children will work towards creating a class display, showcasing the progression of skills, leading to a finished piece of work.</i></p> <p><i>Through rich storytelling experiences children may adapt and embellish stories based on their understanding of story structures and simple narratives. Dedicated puppet area indoors and/ outdoors.</i></p>





<i>Debate &amp; Discussion Opportunities</i>	<i>Trips and Experiences</i>	<i>Possible Linked Texts</i>
<p><i>Talk about places children have visited.</i></p> <p><i>What type of activities do they chose to take part in on holiday?</i></p> <p><i>What do you like to eat on holiday?</i></p> <p><i>How to we stay sun safe? Why do we need to?</i></p> <p><i>How do we make sure we don't get lost on holiday/ days out?</i></p> <p><i>What are the private parts of our</i></p>	<p><i>Tuned in Redcar – Summer Extravaganza</i></p>	<ul style="list-style-type: none"><li>• <i>Eddie Goes Camping- Sarah Garland</i></li><li>• <i>At the Beach –Roland Harvey</i></li><li>• <i>Kipper's Sunny Day –Mick Inkpen</i></li><li>• <i>Winne at the Seaside – Korky Paul</i></li><li>• <i>Mister Seahorse –Eric Carle</i></li><li>• <i>Topsy and Tim go on Holiday</i></li><li>• <i>Commotion in the Ocean- Giles Andreae</i></li><li>• <i>Sharing a Shell- Julia Donaldson</i></li><li>• <i>The Magic Beach- Alison Lester</i> <i>+ a selection of non-fiction texts around summer/ beaches etc.</i></li></ul>