



SHINE like the star you are. Year Reception Summer 2

Literacy Comprehension

- Demonstrate an understanding of what has been read by retelling narratives.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

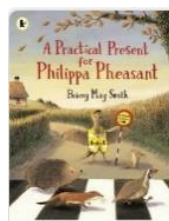
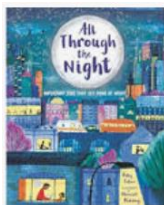
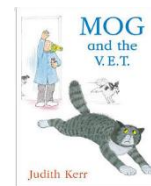
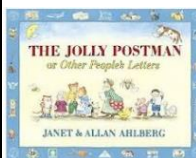
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books consistent with their phonic knowledge, including some common exception words.

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.

Real Life Superheroes!

Class books



Maths Number

- Have a deep understanding of number to 10, including composition of each number.
- Subitise up to 5.
- Automatically recall number bonds up to 5 (including some subtraction facts) and some bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20.
- Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as another quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond with relevant questions and comments to clarify understanding. • Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen. <p>Speaking</p> <ul style="list-style-type: none"> • Describe events in some detail. • Offer ideas and explanations when in conversation, using full sentences and appropriate tense. 	<p>RE</p> <p>What makes every person special, unique and important?</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That every person is special, precious and unique. • That Christians believe every person is created by God in His image. • That God wants a relationship with the people He has created. • That Christians and other people of faith try to help each other as everyone is important. • That the most special person is Jesus. • That as we are all special, we need to respect other people as being valued and important. 	<p>Personal Social Emotional</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Think about the perspectives of others. • Show an understanding of feelings, regulate own behaviour and set and work towards simple goals. • Give focused attention, responding appropriately and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Show confidence, independence, resilience and perseverance when trying new activities. • Explain the reason for rules, know right from wrong and try to behave accordingly. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively, taking turns with others, forming positive attachments and showing sensitivity towards others.
<p>Understanding The World</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives and roles of people around them. • Know some similarities and differences between things in the past and now, understanding the past through books. • Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them. • Observe and describe immediate environment, including different religious and cultural communities. <p>The Natural World</p> <ul style="list-style-type: none"> • Observe, describe and draw the natural world around them, comparing this with contrasting environments. • Understand some important processes and changes including seasons and changing states of matter. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacle safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing. • Use a range of small tools • Begin to show accuracy and care when drawing. <p>Get Set for P.E. – Ball Skills Unit 2</p> <ul style="list-style-type: none"> • Develop accuracy when rolling, tracking, dribbling, throwing, catching and kicking a ball. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore, use, and refine a variety of artistic effects to express their ideas and feelings. • Safely use a variety of materials, tools and techniques, sharing and explaining own creations. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories. • Explore and engage in music making and dance, performing solo or in groups. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing/perform songs, rhymes, poems and stories with others.

