



Willow Class

Summer 2

This term our topic is called '**Under the Sea**'

This term children will be learning about differing environments, such as towns and seaside resorts. Children will be shown how to make simple maps. Children will explore the differences between rural, coastal towns and large cities. Children will take part in their first sports day at Whitechapel.

Cultural Capital

This term our reception children will take part in Lancashire County Councils' Stage 1 Right Start Child Pedestrian Training Programme. This Programme teaches them how to keep safe when out and about in the traffic environment. They will be taught how important it is to stop behind the kerb and to both look and listen before crossing the road with a responsible adult that they know. They will be reminded how to play in a safe place away from traffic and the importance of wearing bright, reflective clothing, particularly when out and about at night.

Characteristics of effective learning

Playing and exploring - engagement	Active learning - motivation	Creating and thinking critically - thinking
Realise that their actions have an effect on the world. Do things independently that they have been previously taught.	Begin to correct their mistakes themselves. Use a range of strategies to reach a goal they have set themselves.	Know more, so feel confident about coming up with their own ideas.



Educational Programmes

Communication and language

Prior Learning: Children have learnt to listen to others' opinions and take turns to speak. Children have enjoyed listening to stories and have been actively responding to questions. Children have been retelling stories and reciting poems.

Early Learning Goals

- 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 interactions e.g. Billy's Bucket.
- 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.
- 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, non-fiction, 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.

Prime Areas

Physical development

Prior Learning: They have learnt how to throw a ball at a target. Children have learnt various tennis shots to hit a tennis ball over the net. How to hold scissors for cutting and other tools.

Gross and fine motor skills will be developed this term through;
Athletics every Thursday
Gymnastic lessons every Friday
Continuous outdoor learning

Gross motor skills include

- 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.

Fine motor skills include

- Hold a pencil effectively in preparation for fluent writing using the tripod grip.
- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Prior Learning: Children have learnt how to keep healthy and have learnt how to make healthy choices.

This term we are learning;
how to speak up for ourselves by teaching children that they have a valued voice. Through a programme known as 'KidSafe'.

Children are learning to **self regulate** by:

Working towards simple goals and 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.

Educational Programmes

Specific Areas

Literacy

Prior Learning: Children have learnt to blend and segment CCCVC/CCCVCC words. Children have learnt how to read and spell 20 high frequency words. They have been taught all phase 3 and 4 tricky words for reading and are able to spell all phase 3 tricky words.

Children will take part in daily phonics activities recapping phase 3 and continue to learn phase 4. We will be developing their skill of blending beginning and beginning sounds in order to read CCCVC/CCCVCC/ words, focusing on spr, spl, scr, str, squ, thr.

Children will be reading and writing words with these blends and previous graphemes.

In **word reading** children will be learning to;

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

In **comprehension** children will be learning to;

Understand 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

In **writing** children will be learning to;

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.

Compose and write simple phrases and sentences that can be read by others.



Mathematics

Prior Learning: Children have learnt to recall number facts to 5 and 10. Children have been exploring how the whole part-part model can help them partition numbers up to 10. Children have learnt which numbers are odd and which numbers are even and can explain why.

- Addition and subtraction
- Money and sorting
- Composition of teen numbers

They will learn these skills through adult focused activities and through planned activities in their play.

Understanding the world

- Past and Present
- People, culture and communities

Prior Learning: Children have learnt about London and the celebration of the Queen's Jubilee. They have looked at the Queen's life history and key events that have happened.

Children will be learning to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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

Educational Programmes

Understanding the world

The Natural World

Prior Learning: Children have explored seasonal changes, noticing changes in their own environment. Children have learnt about different animals and their habitats. They have learnt how to make observational drawings of the animals.

Children will learn 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 how to care for the environment.

Specific Areas

Expressive Arts and Design - being imaginative and expressive

Prior Learning: Children have learnt to find the beat and also the terms pitch, tempo, dynamics and rhythm. They have also learnt to sing a variety of nursery rhymes. The children have learnt how to play the notes G, A, D and C on a glockenspiel. They have composed their own music and created their own musical notation.

Children will continue to develop their compositional skills by making musical notations to mark their musical compositions down.

Children will follow musical notation to perform a variety of self-composition on tuned and untuned instruments.

Expressive Arts and Design - creating and materials

Prior Learning:

Children have learnt to create moving parts on a 2D model, using split-pins and levers. They have developed an understanding of how to create a strong structure using cylinders and have improved their cutting and sticking skills. Children have also gained knowledge of colours and colour-mixing.

Children will be learning about different fruits and vegetables and how to create an interesting and appetising food product using their knowledge of colours and taste to aid in their design. They will be applying good hand hygiene knowledge when preparing fruit for their kebabs.