

Communication and Language

- ~ Learning and using new vocabulary linked to 'People Who Help Us', 'Healthy Lifestyles' and 'The Seaside/Under the Sea'.
- ~ Describing events in detail such as our visit from Fireman Tim and Melbourne Vets.
- ~ Expressing our ideas and feelings about our experiences using full sentences.
- ~ Engaging in a range of fiction and non-fiction books to find out information about sea creatures and different job roles. For example, firefighters and police officers.
- ~ Making comments and asking questions to our special visitors, Fireman Tim and Melbourne Vets.
- ~ Practising our partner talk during Phonics lessons and snack time.

Physical Development

- ~ Completing our first Sports Day and working in our coloured teams to complete all events.
- ~ Continuing to practise writing letters on the line and controlling the size of the letters.
- ~ Practising cutting our own food up at lunchtimes in readiness for Year One.
- ~ Trying our best to show 'good sitting' on the carpet, on our bottoms with our legs crossed, ready for Year one.

Literacy

- ~ Preparing for Year One by getting used to our new Phonics scheme, 'Fischer Family Trust - Success for All Phonics'.
- ~ Retelling stories and narratives using our own words, and recently introduced vocabulary.
- ~ Continuing to write independent sentences, and be able to read them back to others.
- ~ Continuing to use tricky words in our writing, spelling them correctly.
- ~ Accurately using finger spaces and full stops in our independent writing.
- ~ Reading our new phonics book as a group and then independently.
- ~ Writing for different purposes. For example, letters, recounts and stories.

Summer Term 2

This half term in Reception we are:

You can help me by:

- ~ Supporting me to write sentences, using a capital letter, finger spaces and a full stop ready for Year One.
- ~ Encouraging me to read my new reading book independently, answering questions about the story and talking about what happens in the story.
- ~ Encouraging me to sit for longer periods to complete an activity or play a game, as this will help prepare me for Year One.
- ~ Encouraging me to scrape my plate after dinnertime, as this is something children will do in the dining hall at lunchtime in Year One.
- ~ Practising recognising numbers to 20 with me and counting out objects to 20. Challenge ~ Encourage me to count in twos, fives and tens when counting objects.

Personal, Social and Emotional Development

- ~ Learning to work towards simple goals and to finish an activity that we start.
- ~ Being encouraged to try new activities, showing independence, resilience and perseverance.
- ~ Talking about what to do in an emergency or what to do if we are lost. For example, knowing our grownups name and where we live.
- ~ Looking in greater depth at healthy eating and healthy food choices.
- ~ Beginning to form positive relationships with our new Year One teachers on transition days, and becoming familiar with the Year One classrooms and dinner hall.

Expressive Arts and Design

- ~ Using different media to create emergency vehicles and sea creatures during continuous provision.
- ~ Sharing our creations, explaining the process we have used.
- ~ Creating our own stories and acting them out with our peers.
- ~ Taking part in an 'Enterprise Project', planning, designing and making items to sell to our grownups.
- ~ Exploring colour, design and texture when creating our own seaside artwork.

Mathematics

- ~ Exploring and representing patterns within numbers up to 10, including evens and odds.
- ~ Learning how to double numbers. For example, double two is four.
- ~ Exploring 'sharing and grouping' - sharing out objects equally and grouping objects in twos and threes.
- ~ Looking at problem solving and developing our critical thinking skills.
- ~ Continuing to copy, continue and create a widening range of repeating patterns and symmetrical constructions.
- ~ Looking at maps and where things are in relation to other things.

Understanding the World

- ~ Talking about the different job roles, particularly the people who help us.
- ~ Discussing what we would like to be when we grow up.
- ~ Comparing where we live to the seaside, talking about similarities and differences.
- ~ Looking at natural objects that we find on a beach, comparing them to what we find at the park.
- ~ Looking at beaches in hotter countries, comparing the weather and environment.
- ~ Talking about the changes that happen in the season, summer.
- ~ Talking about family holidays and looking at holidays in the past (asking grandparents).
- ~ Looking at the process of melting and linking it to ice-creams and ice lollies.