

Personal, Social & Emotional Development

We will be learning:

- How to take steps to resolve conflicts with other children by negotiating and finding a compromise.
- To continue to seek adult support, articulating their wants and needs
- To begin to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms
- To have a clear idea about what they want to do in their play and how they want to go about it
- To continue to follow behavioural expectations and sensitive to ideas of justice and fairness
- To understand their own and other people's feelings, offering empathy and comfort
- Continue to develop the ability to play co-operatively, taking turns with others.

Physical Development

We will be learning:

- To become more skilled using a pencil, holding it effectively to form recognisable letters, most of which are correctly formed.
- To develop increasing control over an object in pushing, patting, throwing, catching or kicking it.
- To develop an understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- How and why we need to eat a healthy range of foodstuffs and understands need for variety in food.
- To continue to understand the need for safety when tackling new challenges, considering risks more independently.
- To use simple tools to effect changes to materials.
- To handle tools, objects, construction and malleable materials safely and with increasing control and intention.

Class: Reception Class
Class Teacher: Mrs Ramanandi
Miss Byrne

Term: Summer 1 2023



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Learning Hook:

There's a worm at the bottom of the garden

This term we will be exploring learning opportunities through the outdoors, in particular the garden. The children will learn about how plants and minibeast grow. They will explore the life cycle of plants and minibeasts. They will also learn about and taste different fruit and vegetables, exploring healthy eating.

Communication & Language Development

We will be learning:

- How to develop an ability to listen attentively in a range of situations. Listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions.
- To develop attention to what others say and respond appropriately. Listening and responding to ideas expressed by others in conversation or discussion.
- How to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Continue to use and understand questions such as who; why; when; where and how.

Literacy

We will be learning:

- The names of the letters as well as the sounds they make.
- About new words and developing and using new vocabulary.
- To use phonic knowledge to read regular words.
- How to segment the sounds in simple words and blend them together.
- To read some common irregular words.
- How to show understanding when talking with others about what they have read.
- To recognise digraphs when reading and incorporate these into our writing.
- To develop phonic knowledge to write words in ways which match spoken sounds and also write some irregular common words.
- To write simple sentences which can be read by ourselves and others.
- How to spell words correctly and others are phonetically plausible.
- To write with increasing independence, writing through a wide range of activities.

Mathematical Development

We will be learning:

- To develop our knowledge that numbers are made up of smaller numbers, exploring partitioning in different ways.
- to add one and subtract one with numbers to 10.
- How to explore and work out mathematical problems, using signs and strategies of their own choice, including standard numerals, tallies and “+” or “-“.
- To create simple maps of familiar and imaginative environments, with landmarks.
- Use informal and mathematical language to describe shapes.
- To order and sequence events using everyday language related to time.
- How to predict and discuss comparisons of length, weight or capacity, paying attention to fairness and accuracy.

Understanding the world

We will be learning:

- To exploring similarities and differences in relation to places, objects, materials and living things.
- To talk about features of their own immediate environment and how environments might vary from one another, linked to climate change.
- How and encouraged to make observations of animals and plants and explain why some things occur, and talk about changes. (Mini-beasts, plants, fruit and vegetables, exotic animals visitor)
- To recognise that a range of technology is used in places such as homes and schools.
- How to select and use technology for particular purposes.

Expressive arts and design

We will be learning:

- To make music and dance, and experiment singing songs, making music and dance, and experimenting with ways of changing them.
- To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- To use different forms of art to communicate feeling and opinions; e.g. drama, movement, dance, and music.
- To carry on introducing a storyline or narrative into their play
- To play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
- To respond imaginatively to different art forms and sharing their opinions on them.
- To create representations of both imaginary and real-life ideas, events, people and objects

British Values

Individual Liberty: The right to an education, the right to play

Rule of Law: school / class rules & charter. Understanding and accepting the difference between right and wrong

Mutual Respect: Class charter, circle time / PSE. Welcoming visitors to class. Exploring Religions and beliefs

Democracy: Special helper rota. Turn taking

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Characteristics of learning

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing to do things