

## Personal, Social & Emotional Development

### We will be learning:

- to develop particular friendships with other children.
- to continue being flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.
- to take steps to resolve conflicts with other children by negotiating and finding a compromise.
- to describe their competencies, what they can do well and are getting better at.
- to have a clear idea about what they want to do in their play and how they want to go about it.
- to talk about their own and others' feelings and behaviour and its consequences
- to be able to manage their feelings and tolerate situations in which their wishes cannot be met

## Physical Development

### We will be learning:

- to experiment with different ways of moving, testing out ideas and adapting movements to reduce risk
- to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
  - to understand physical changes on the body that can occur when feeling various emotions.
- to show some understanding of good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- to show understanding of the need for safety when tackling new challenges.

Class: Reception Class

Class Teacher: Mrs Ramanandi

Miss Byrne

Term: Summer 2 2023

WINDY NOOK



Primary School

*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:

## **Minibeast Madness**

This term we will be continuing to explore learning opportunities through the outdoors. The children will learn about a variety of minibeasts, exploring their characteristics and life cycles.

## Communication & Language Development

### We will be learning:

- to show variability in listening behaviour. can both listen and do for short span.
- to listen and respond to ideas expressed by others in conversation or discussion.
- to understand questions such as who; why; when; where and how.
- to use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- to continue introducing a storyline or narrative into their play.
- to understand a range of more complex sentence structures.

## Literacy

### We will be learning:

- to continue a rhyming string and identify alliteration
- to begin to segment the sounds in simple words and blend them together
- to begin to link sounds to some frequently used digraphs
- to begin to read some high frequency words
- to include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. beginning to write these independently.
- to break the flow of speech into words, to hear and say the initial sound in words.
- to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet.
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

## Mathematical Development

### We will be learning:

- to recognise numerals up to 20 and beyond.
- to count reliably with numbers from one to 20, place them in order.
- To say which number is one more or one less than a given number.
- to explore addition and subtraction in practical activities and discussion.
- to solve problems, including doubling, halving and sharing.
- to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies, '+', '-'.
- to make simple maps of familiar and imaginative environments, with landmarks
- to use own ideas and knowledge of shape to make models of increasing complexity.
- to tackle problems involving prediction and discussion of comparisons of length, weight or capacity.
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## 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

## Understanding the world

### We will be learning:

- to look closely at similarities, differences, patterns and changes over time in nature.
- to talk about the features of their own immediate environment and how environments might vary from one another.
- to make observations of animals and explain why some things occur, as well as talking about changes. (minibeasts)
- to continue developing digital literacy skills by being able to access, understand and interact with a range of technologies
- to talk about past and present events in their own life and in the lives of family members

## 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.

## Expressive arts and design

### We will be learning:

- to carry on building a collection of songs and dances.
- to use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
- to create representations of both imaginary and real-life ideas, events, people and objects.
- to continue playing cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

## 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