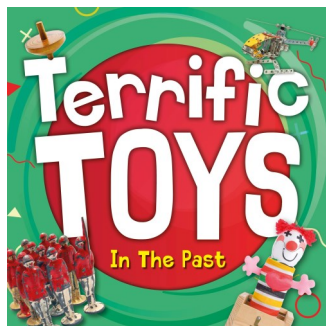
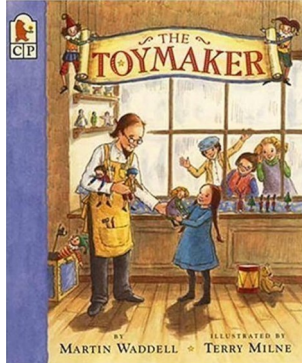
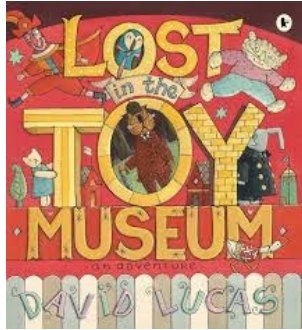
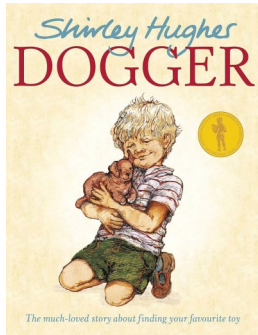


# Reception Learning Overview Summer 1

## Our books



## **Puddles and the Christening Splash!**



## Maths



- To 20 and beyond— building and continuing patterns, verbally counting beyond 20
- How many now?— adding and take away
- Manipulate, compose and decompose— selecting shapes, shape arrangements, 2D shapes within 3D shapes
- Sharing and grouping— sharing and grouping, even and odd
- Visualise, build and map— pattern rules, positional language, maps and models

## Literacy and CL

- Listen attentively and respond during whole class discussions and small group interactions
- Make comments about what they have heard
- Hold conversation when engaged in back and forth exchanges Participate in small group, class and one-to-one discussions
- Offer explanation for why things might happen
- Use recently introduced vocabulary from stories, non-fiction, poems and rhymes
- Express their feelings using full sentences
- Demonstrate understanding of what has been read to them. Anticipate key events in stories
- Read words consistent with their phonic knowledge and sound blending
- Read aloud simple sentence and books consistent with their phonic knowledge.
- Write recognisable letters
- Write simple phrases and sentences that can be read by others.

## PSED

- Investigating playing with new toys. Sharing resources and turn taking with toys and games to play cooperatively.
- Donating old toys to charity – understanding the role of charity shops in supporting people with different needs, and how they can support this.
- Toy swap – being confident to swap old/ unused toys with others as part of class to swap.

## PD

- Weekly PE sessions with the sports coach
- Daily kinetic letters sessions to work on correct letter formation.

## RE

Being Special: where do we belong?

- How are we all unique?
- Special events and occasions in their lives that make them feel special.
- Infant baptism
- Islamic Aqiqah ceremony

## UOW

- Eid focus week: how do people celebrate? What do they eat? What do they wear? Where might they visit?
- Toys from the past – exploring how toys and games have changed within living memory (toys of parents or grandparents)
- Creating a line of toys – exploring differences e.g. types of materials used, types of movement, how interactive they are, use of electricity.

## EAD

- Creating their own toys using junk modelling – thinking about the purpose and suitability of materials used. Use their toys in their play.
- Toy shop role play in class – taking on different roles in a narrative based on their experiences of shopping, or inspired by books they are reading.

## Enquiry Questions

- What toys do you enjoy playing with?
- What toys do other people play with?
- How have toys changed?
- What is the past?
- How are our toys different from old toys?
- How have toys changed over time?
- Why have toys changed over time?
- How can we tell when toys are old?
- What are the similarities and differences between toys from the past and toys today?