



ONCE UPON A TIME...

UNDERSTANDING THE WORLD

As part of our 'Once upon a time...' theme, we will travel back in time to learn about castles- finding out who lived in them and what they were like as structures. We will also learn who the monarch is now, and use pictures, books and other resources to support our understanding of the past, making comparisons to life today.

As spring turns to summer, we will continue to explore seasonal changes and take note of the weather. We will keep a weather chart and share our findings with others.

Alongside these observations, we will also consider how places can be different and will explore the similarities and differences between the UK and another country.

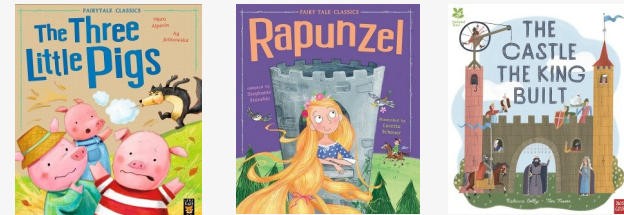
In RE, Reception will think about the question 'Where do we belong?' We will share the groups we belong to and learn how some people belong to religious groups. Towards the end of term, we will discuss 'What is special about our world?' and make connections with the Christian story of creation.

Summer term assessment checkpoints

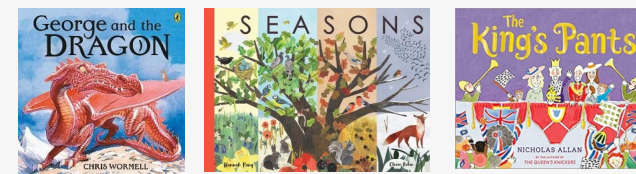
By the end of term, children making expected progress will be able to:

- Describe the weather and seasons
- Make observations of plants and animals and explain changes and why some things happen
- Show care and concern for living things and the environment
- Recount episodes from stories about the past
- Be aware of some changes within living memory, including changes in national life
- Classify, explore fair testing, pattern seeking, exploring, making things/developing systems
- Observe similarities, differences, pattern and change.
- Know about similarities and differences between themselves and others, amongst families, communities and traditions
- Use religious words and phrases to name features of religious life and practises
- Recall religious stories and recognise symbols/visual forms of religions
- Consider: Where do we belong?
- Consider: What is important to us?
- Reflect on their own beliefs

OUR CORE TEXTS



OTHER TEXTS WE WILL USE



PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Our school value this half term is 'courage'. We will learn what it means to be courageous, and look for examples of this in stories and real life experiences. We will consider the feelings of others and express our own feelings when we feel frightened or anxious. We will share helpful strategies, and think of ways to support our friends.

We will also find out what it means to have a healthy lifestyle. As part of this learning, we will talk about exercise, healthy eating, toothbrushing, the importance of sleep and screen time. As we move into the summer months, we will also share ways of staying safe in the sun.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Begin to negotiate and solve problems
- Resolve conflicts with others
- Understand the consequences of decisions on others
- Know the importance of physical exercise and a healthy diet for good health
- Talk about ways to keep healthy and safe

COMMUNICATION AND LANGUAGE

During carpet times and group activities, we will practise responding to what we hear with relevant questions or comments. We will ask questions to find out more and to check our understanding of what has been said. We will also be encouraged to use a range of connectives e.g. 'so', 'but', 'and', 'because' to extend our sentences and to connect ideas.

This term, we will continue to be read to frequently. A particular focus will be non-fiction books, where we will explore and use key features with support. In addition, we will re-read some favourite stories to consolidate vocabulary and events- making our learning sticky!

As we explore our topic 'Once upon a time...', we will also learn new vocabulary linked to people, objects, places and events from the past. With support, we will compare the past to the present day, and to people and experiences that are familiar to us.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Give attention to what others say, responding appropriately Holding conversations
- Answer how and why questions
- Develop own narratives and explanations by connecting ideas
- Use past, present and future forms accurately when talking about events that have happened or are going to happen

PHYSICAL DEVELOPMENT

Mr Myles will continue to lead PE on Mondays and Tuesdays. Our first focus will be football, where we will learn how to dribble, pass and receive the ball. Later, our focus will change to orienteering and learning how to work as a team.

Throughout the term, we will strengthen our fundamental movement skills such as rolling, crawling, skipping and climbing. Reception will be encouraged to be highly active and get out of breath several times a day.

There will be access to activities which further refine our fine motor skills, such as pouring, lacing and cutting. We will continue to develop our pencil grip and letter formation, repeating these skills regularly so that they become efficient and fluent over time.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Participate in team games
- Further develop their ball skills: throwing and catching, aiming, dribbling and passing
- Use batting equipment in different ways
- Move with speed and balance
- Throw, jump and run
- Move over, under, through and around equipment
- Hold a pencil effectively to form recognisable letters, most of which are formed correctly
- Start to draw recognisable drawings
- Begin to write on lines and control letter size

MATHS

This term, we will deepen our understanding of number by exploring how to build numbers beyond 10 (up to 20). This will include matching pictures to numerals, estimating amounts and playing missing number games. We will also rehearse counting patterns beyond 10.

We will develop our spatial reasoning by exploring capacity (which container holds the most?), matching flat shapes and shapes in models and manipulating these to create new shapes.

Later, we will practise adding more and taking away using objects and ten frames.

We will learn about position by replicating and building scenes and constructions, using language to accurately describe position, giving instructions and making maps using models and drawings.

We will finish the term by exploring and investigating relationships between numbers, shapes and patterns. We will aim to make connections between all the aspects of maths that have been covered through the year.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Make patterns
- Add and subtract by counting on and back
- Recognise and represent numbers to 20
- Understand and explore odds/evens
- Find and make doubles/halves
- Explore sharing
- Explore and compare length, height, weight, distance, capacity
- Use 3D shapes

LITERACY

Our first stimulus this term will be the story of 'The Three Little Pigs'.

We will immerse ourselves in this traditional tale and use actions, expressive voices and story language like 'Once upon a time' 'Unfortunately', 'Luckily' and 'happily ever after' to retell the main events.

We will also explore the story of 'Rapunzel' and look at the characteristics which make it a fairy tale.

Once we are very familiar with these texts, we will use them as models for writing our own ideas.

Later in the term we will explore how to write factual labels and captions, and learn how to write a recount of a special event.

In guided sessions, we will use our knowledge of sounds and letter formation to make phonetically plausible attempts at writing words and simple sentences. We will also start to use capital letters and finger spaces.

When reading books, we will look out for any 'tricky' words we know and re-read to build up our confidence in word reading, our fluency, our understanding and enjoyment.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Recognise and explore traditional stories and fairy stories
- Recognise and explore non-fiction books
- Read and spell common irregular words
- Re-read sentences for sense
- Write sentences which can be read by themselves and others
- Write sentences with phonetically plausible spellings
- Read and understand simple sentences

EXPRESSIVE ARTS AND DESIGN

Through a mixture of adult-led tasks and independent play, we will return to and build on previously taught skills. We will have the chance to select additional tools or materials to improve or change our work.

A particular focus this term will be printing, and we will experiment with printing in various forms: using shapes, hands and feet, hard and soft materials which are natural and manmade, tools to scrape and taking rubbings of everyday objects. We will use and understand vocabulary such as 'print', 'shape', 'hand', 'finger', 'foot', 'impressed', 'scrape', and 'rubbing'.

Later on, we will investigate wheels and axles and explore how to design and make a moving wheel.

In our music sessions, Reception will be introduced to funk music and will learn to sing 'Big Bear Funk', while also revisiting other nursery rhymes and action songs.

Summer term assessment checkpoints

By the end of term, children making expected progress will be able to:

- Cut along straight and curved lines
- Use a range of materials to construct with.
- Talk about any problems and how to solve them.
- Develop own ideas by selecting materials and processes that interest them
- Make decisions about how media and materials can be combined and changed
- Evaluate their own work and explain what they could change next time
- Recognise differences between role play activities and discuss the strengths of others
- Show musical appreciation: the life and works of composers and musicians
- Learn new songs
- Explore what instruments are made from
- Respond to live and recorded music in a variety of ways-dance, art, talk, movement
- Perform as a group with an awareness of the audience