

Reception – Summer 1

Ahoy there!

Communication And Language

Key Learning

Describe the characters from The Night Pirates and make predictions about them.
 Create a map of the pirate's journey, and make own innovated maps.
 Engage in pirate themed stories during Drawing Club and use new vocabulary introduced through them.
 Within Drawing Club books, use full sentences to describe their drawings.
 Story time.
 Use puppets and props to retell stories.
 Develop storylines in imaginative play, such as the flower shop and pizza mud kitchen role play.
 Adult planned into continuous provision area every day to support interactions.

Key Skills

Engage in high-quality interactions with peers and adults in all areas of the learning environment.
 Listen carefully, asking and answering questions.
 Learn new vocabulary and use it in different contexts.
 Articulate their ideas and thoughts in well-formed sentences.
 Describe events in some detail.
 Use talk to help work out problems and organise thinking and activities.
 Explain how things work and why they might happen.
 Listen to and talk about stories to build familiarity and understanding.
 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 Connect one idea or action to another using a range of connectives.

Key Vocabulary

character, setting, adventure, vocabulary

 pirate, treasure, map, stealthy, shadow, ogre, gremlin, bandits, sailing, disguise, crew, aboard, captain, sails, flag, rough, shipmate, island, snoozing, curse,

 *see Drawing Club overview for vocabulary introduced with each text

 *plus vocabulary is displayed in many learning areas on vocabulary flowers for adults to use with the children during play and high-quality interactions

Personal, Social and Emotional Development

Key Learning

Use the zones of regulation for daily emotion check ins.

Key Skills

Maintain respectful relationships with staff and other children.

Key Vocabulary

persevere, encourage, goal, target, challenge, reflect/reflection

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| <p>Use the visual timetable to understand what is happening now and next. Use the linear calendar to find out what events are happening now and next. Share stories around common PSED themes but also in response to cohort's needs Take part in an activity outside of the school environment. Think Equal story focus and activities. Take part in weekly class worship. Perform a class worship for parents to attend. Walk to the library with Year 6 buddies.</p> | <p>Identify good practises in relation to health and hygiene, including brushing teeth and sleeping well. Identify when they are feeling in the red/blue/green/yellow zone, why that might be and select an activity to overcome this where needed. Reflect on stories and examples heard and relate to own experiences. Make risk-based decisions when climbing in forest school. Manage the full school day successfully: lining up, queuing, mealtimes and personal hygiene.</p> | <p>happy, calm, relaxed, sad, tired, poorly, angry, mad, cross, worried, excited, kind, zone, feeling now, next, later, yesterday, today, tomorrow, weekend, before, after, soon</p> |
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Physical Development

| Key Learning | Key Skills | Key Vocabulary |
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| <p>Weekly PE sessions with Jen working on gymnastics skills. Daily Dough Disco. Daily Squiggle Whilst You Wiggle or wake up shake up for gross motor development. Zip up or fasten coat independently. Take shoes on and off to wear wellies and mud suits for forest school. Climb the tree in forest school. Daily handwriting sessions in handwriting books.</p> | <p>Move around safely and with control. Have an awareness of others and items in the teaching space. Form lower case and capital letters correctly. Hold a pencil in a secure grip and with good control. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>balance, bend, crawl, hop, jump, land, fast, slow, rules, run safely, slide, slow, stop fasten, zip, close, open, press, pull trim, cut, scissors, hole punch, stapler, staples, tape, fold, bend, safely healthy, energy, appetite, thrive, routine</p> |

| Literacy | | |
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| Key Learning | Key Skills | Key Vocabulary |
| <p>Draw self-portrait, adding full name.</p> <p>Daily handwriting sessions focusing on each letter family.</p> <p>Daily phonics sessions focusing on transcription.</p> <p>Write dictated words and sentences in phonics books to match a photograph or picture.</p> <p>Through Drawing Club, imagine other possibilities for stories.</p> <p>Within Drawing Club books, write captions and sentences to match their drawing.</p> <p>Send messages in a bottle to a pirate.</p> | <p>Consolidate grapheme-phoneme correspondence and apply to own reading and writing.</p> <p>Blend and segment sounds into words with increased confidence and independence.</p> <p>Use mark-making/drawing skills and phonic knowledge to communicate thoughts, feelings and ideas.</p> <p>Write for a purpose, including labels and lists.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Begin to write short sentences with words containing known letter-sound correspondences.</p> <p>Begin to understand when to use a capital letter and a full stop.</p> <p>Enjoy and engage with a range of quality stories.</p> <p>Retell and innovate familiar narratives and stories with their peers and teachers</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>draw, write, letter, word, sound, blend, segment, Fred fingers, Fred talk, digraph, label, list, caption, sentence</p> <p>story, story map, retell, characters, setting, events, describe, beginning, middle, end, imagination</p> |
| Maths | | |
| Key Learning | Key Skills | Key Vocabulary |
| <p>Estimation jars.</p> | <p>Verbally count to 20 and beyond.</p> | <p>count, how many, subitise, show</p> |

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| <p>Daily maths working wall/maths meeting. Incorporate a 3D shape of the week and discuss its properties.</p> <p>Use the song Five Little Monkeys to explore the composition of 5.</p> <p>Use the song and story Ten Fat Sausages to explore the composition of 10.</p> <p>Play number track games to compare numbers and talk about more and less.</p> <p>Introduce rekenreks and use them to subitise and compare small quantities.</p> <p>Draw and describe own pirate journey and treasure maps.</p> | <p>Count on and back. Add or subtract by counting on or back.</p> <p>Count larger sets as well as actions and sounds.</p> <p>Addition and subtraction within 10.</p> <p>Recall number bonds within 5/10.</p> <p>Explore a range of representations of numbers.</p> <p>Compare quantities and numbers, including sets with different attributes.</p> <p>One more and one less than within 10.</p> <p>Identify when sets cannot be subitised.</p> <p>Recognise patterns within the counting system.</p> <p>Doubling, halving and sharing.</p> <p>Use positional and directional language.</p> <p>Apply mathematical understanding through opportunities in the daily routine, e.g. snack time.</p> <p>Explore and investigate quantity, shape, space and measure through the learning environment.</p> | <p>zero, one, two, three, four, five, six, seven, eight, nine, ten.. to twenty and beyond, five and a bit</p> <p>none, same as, equal/equals, add, plus, altogether, minus, take away, subtract</p> <p>number, part, whole, double, two equal groups, half, share, equal, fair/unfair, split</p> <p>in, on, under, up, down, behind, in front of, next to, beside, between, inside, outside, above, below, near, far, forwards, backwards, sideways, left, right</p> |
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Understanding The World

| Key Learning | Key Skills | Key Vocabulary |
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| <p>Sustainability lesson around welcoming animals on to the school grounds for Earth Day.</p> <p>NUSTEM Marine Engineer unit – Read and discuss ‘Who Sank the Boat?’</p> <p>Build rafts for toy animals using found and recycled materials.</p> <p>Explore water displacement with stones/marbles and containers.</p> <p>Visit St Bede’s church to look at the exterior and interior. Discuss why it is special to the people who visit it regularly.</p> | <p>Begin to understand the past through books and stories we have shared.</p> <p>Know that living things are alive, grow, feed and move.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Observing changes in living things and across seasons, including plants.</p> <p>Discuss/investigate floating and sinking via stories and scientific investigations.</p> | <p>old, new, past, long ago</p> <p>alive, home, non-living, notice, observe, sort</p> <p>change, grow, seed, plant, soil, water, sunlight, move, roots, leaves, stem</p> <p>rain, sun, thunder, wind, fog, snow, cloud, storm, frost/ice, hot, cold, temperature, rainfall</p> <p>worship, Bible, Jesus, church, special, symbol</p> |

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| <p>Make insect feeders with Groundworks. Weekly class worship.</p> | <p>Listen to and discussing Bible stories. Understand that different people celebrate different events. Understand that some places are special and begin to explain why they are special.</p> | <p>waterproof, float, sink, float, up, down, top, bottom, surface, water level, predict, more, less, heavy, light</p> |
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Expressive Arts and Design

| Key Learning | Key Skills | Key Vocabulary |
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| <p>Create prints using natural materials, found objects, potato prints and blocks. Identify environmental sounds when played in isolation and move to the tempo. Describe and play a transport journey music score. Design and create a boat that can float in water.</p> <p>Focus Artists: Paul Klee</p> | <p>Use the senses to explore a range of printing materials and tools. Develop skill and control when printing. Print with purpose and expression when using the independent art area. Recognise that voices and instruments can imitate sounds from the world around us (e.g. vehicles). Know that the beat is the steady pulse of a song. Recognise music that is 'fast' or 'slow.' Use a range of materials in the water tray to design and test a boat's ability to float or sink.</p> | <p>press, push, stamp, roll, roller, dab, rub, print, pattern, repeat, block, texture, template, imprint, overlap</p> <p>beat, journey, score, slower, faster</p> <p>sail, anchor, hull, mast, ruder, helm, anchor, deck, crow's nest</p> |

Key Texts

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| <p>The Night Pirates by Peter Harris and Deborah Allwright The Pirates Next Door by Jonny Duddle Who Sank the Boat? By Pamela Allen Princess Swashbuckle by Hollie Hughes Pirates Love Underpants by Claire Freedman</p> |
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Enrichment Activities

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| <p>EYFS Gymnastics Festival at The Urban Factory Library visit</p> |
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St Bede's Church visit
Earth Day
Stay and play session

Vocabulary Flowers for Continuous Provision Areas



