



Early Years Foundation Stage – Reception Class

Summer Term 2 Theme: On The Beach and Moving On

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>On the Beach Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>On the Move</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Know which adults look after them and who to tell if they feel worried or scared.</p>	<p>On the Beach Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities.</p> <p>On the Move</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>On the Beach</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. using their hands and other simple tools. Create art in different ways on a theme, to express their ideas and feelings. Write recognisable letters, most of which are correctly formed. Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.</p> <p>On the Move</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to manipulate malleable materials into a variety of shapes and forms with accuracy and care when drawing.</p>

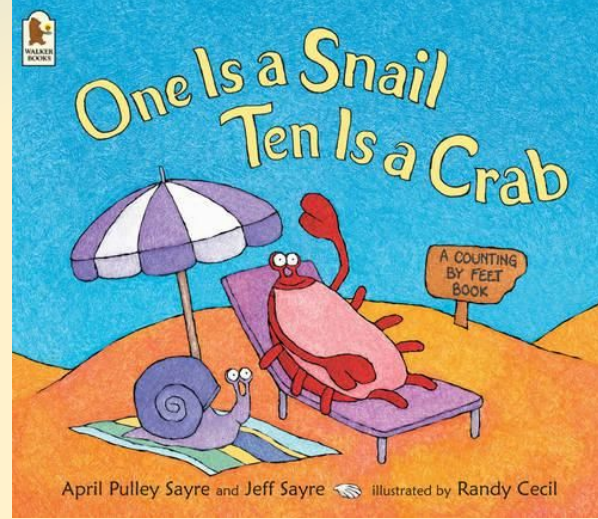
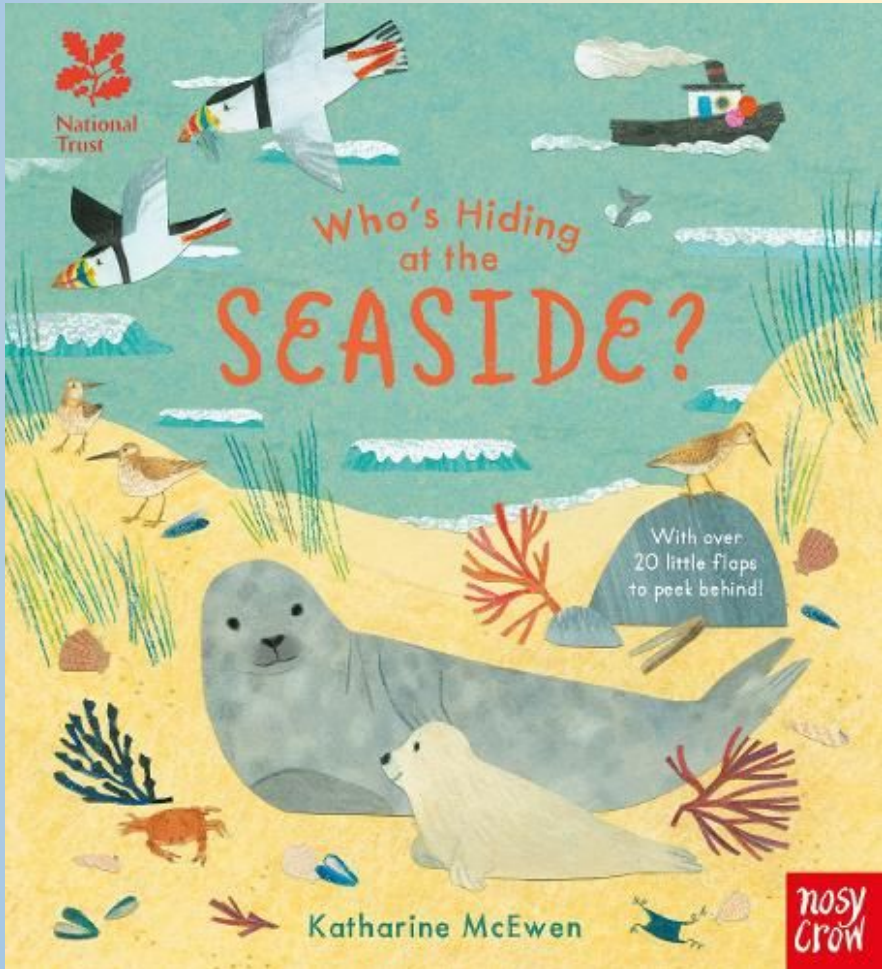
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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<p>Growing Plants ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Talk about what plants need to grow. ELG8 Comprehension: Use and understand recently acquired vocabulary in small group learning. ELG9 Reading: Read words and simple sentences. ELG10 Writing: Write simple instructions for growing a bean plant.</p> <p>People who help us ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Discuss being helpful, saying ‘thank you’ and ‘sorry’. ELG8 Comprehension: Use and understand recently acquired vocabulary in small group learning. ELG9 Reading: Read a repetitive text ELG10 Writing: Write a thank you card message</p> <p>Animal Life Cycles ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Talk about how animals change through growth. ELG8 Comprehension: Use and understand recently acquired vocabulary in small group learning. ELG9 Reading: Read sequencing words. ELG10 Writing: Write simple report sentences.</p> <p>Fairy Tales ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Retell a fairy tale from memory. ELG8 Comprehension: Retell stories. Use and understand recently acquired vocabulary in small group learning. ELG9 Reading: Read versions of fairy tales. ELG10 Writing: Write a short retelling of a fairy tale.</p> <p>Transport and Travel ELG1 Listening, Attention & Understanding (LAU): Listen attentively to books read to them. Respond with comments, questions or actions. ELG2 Speaking: Talk about different forms of transport. ELG8 Comprehension: Use and understand recently acquired vocabulary in small group learning. ELG9 Reading: Read words and simple sentences</p>

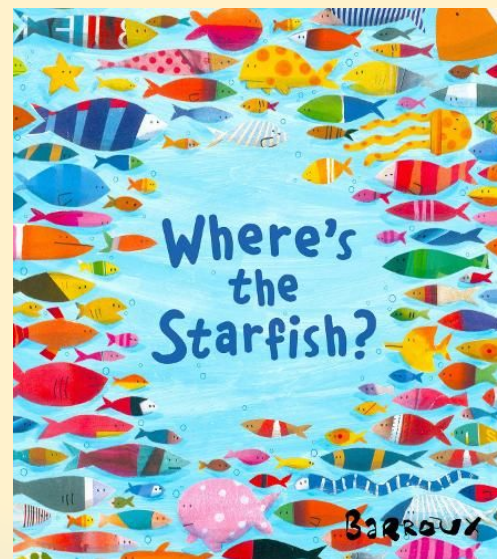
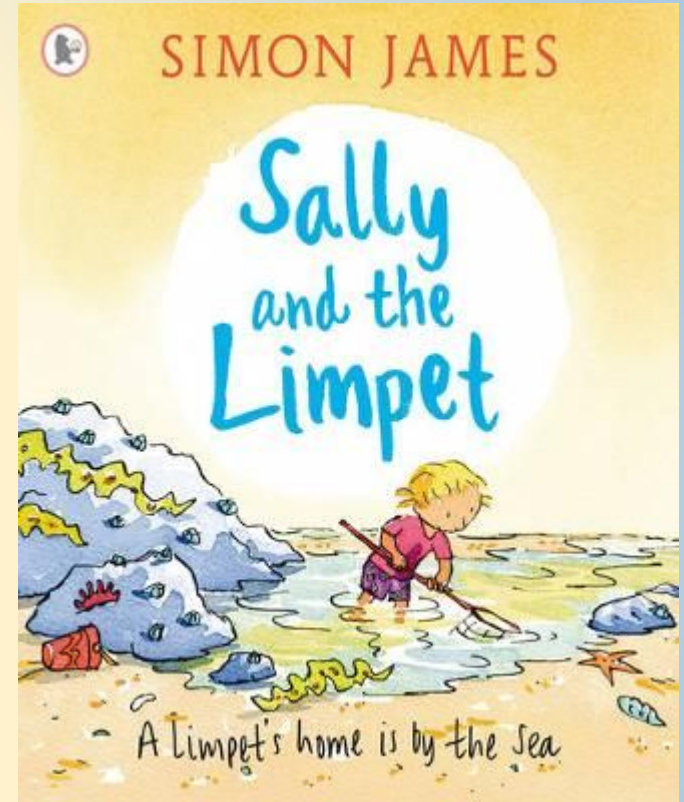
<p>Bonds to 10 Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Time Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Comparing and Measuring Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Clever Counting Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Fractions Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<p>Animal Safari Create simple programs. Use technology to record their work and ideas. Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Share scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Creep, Crawl and Wiggle Create simple programs. EYFS Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. EYFS Explore the natural world around them, making observations and drawing pictures of animals and plants. R Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

<p>Animal Safari Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Listen to a variety of music and sounds. Test their ideas. Take part in imaginative, creative and sensory play activities.</p> <p>Creep, Crawl and Wiggle Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Explore artwork made by great artists. Test their ideas. Take part in imaginative, creative and sensory play activities.</p>
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These are the books we are learning about within our theme of On the Beach



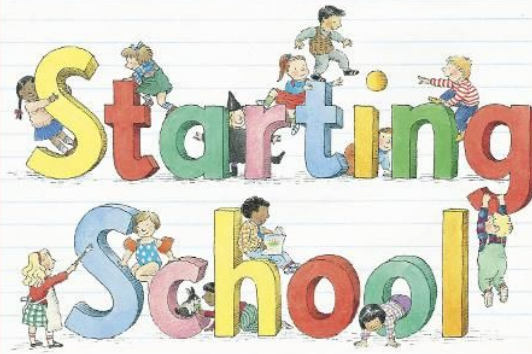
RUBY'S WORRY



A BIG BRIGHT FEELINGS book

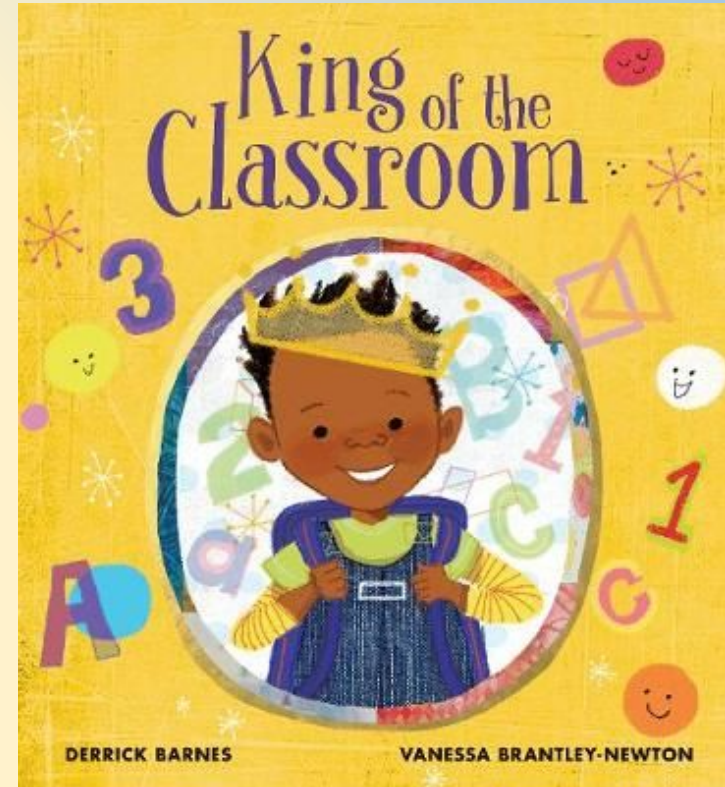
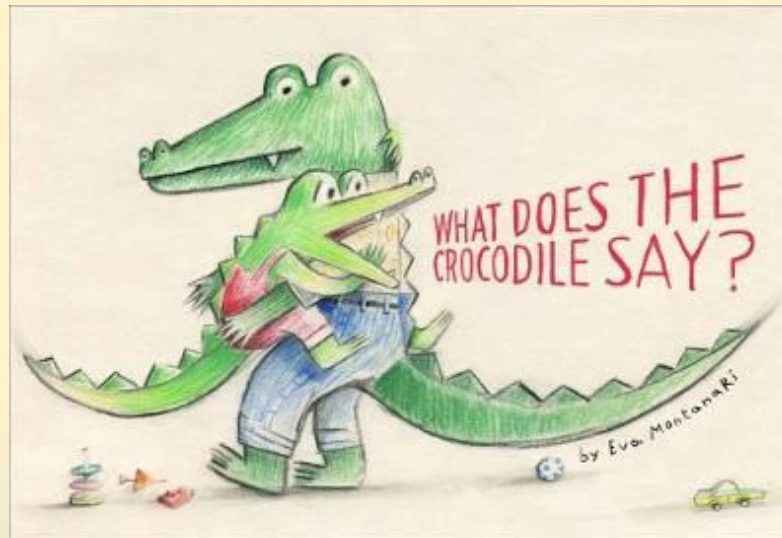
TOM PERCIVAL
BLDMSBURY

'One more Ahlberg book that gets EVERYTHING right'



Janet and Allan Ahlberg

These are the books we are learning about within our theme of :
Moving On



Share and discuss the **Did you know?** resource.

Go for a day out at the beach, and investigate a rock pool.

Home learning activities for:
On The Beach

Use **Google Earth** to look at images of seas and oceans around the world.

Look at pictures of family days out at the beach and talk about the activities you enjoy.

Trips :
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Visitors :
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Encourage your child to talk about their favourite learning experiences from the year and their successes and achievements.

Look at photographs from the year and talk about how they have changed and grown.

Home learning activities for:
Moving On

Talk about change and encourage your child to explain what they are looking forward to when they move into Year 1.

Trips :

None

Visitor:

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