

Reception Summer a

Possible outcomes

Boxes outlined with bold lines are prime areas other boxes are specific areas of the Development Matters framework.

PSED

Thinking about how characters in a story are feeling and why? If they are sad, angry, frustrated how could we help them to feel better? Moving that knowledge on to thinking about how other people might feel and how we might know what they are feeling. Not everyone feels the same as we do, there are things we like that others don't and things that they like we don't. Children to work on expressing their ideas and explaining their reasons to peers and adults to persuade and negotiate, explained during carpet time and practised during free choice time.

Expressive Arts and Design

Use children's ideas to develop role play area as a garden centre. Dens, castles and towers outside, using cloth and pegs to create enclosures and spaces. Work in the mud kitchen to investigate filling and emptying mixing and arranging. Allow children use of the class camera to take pictures of our areas and allow time for the children to talk what they have taken pictures of and why. Free access to easel, collage materials, junk modelling to create their own scenes, models, beanstalks, castles. Make representations of events that have happened in class or stories we have read. Learning to sing a variety of songs and use instruments to keep the beat, growing and changing songs, using our bodies to demonstrate being a seed and growing slowly into a plant.

Understanding of the World

Planting up the raised beds in the School garden, beginning to understand why we need to get rid of weeds and plant things that we want to grow for food or for beauty. Looking at the life cycle of a bean and talking about what they need to grow thinking about how long we have to wait and documenting the changes through photos, drawings and writing. Using observational drawing skills to draw what they can see at each stage. Using a variety of sources, books, internet, observation to find out information talking about the validity of different sources

Physical Development

Yoga to develop core strength and balance. Weekly sessions on the trim trail to develop gross motor skills. Show awareness of changes to body during exercise. Activities across all areas to promote hand eye coordination and pincer grip to hold pencil correctly. Outdoor area to develop gross motor skills – use scarves, ribbons, wet paint brushes, work in the mud kitchen, pouring, mixing filling. Encourage children to begin to write labels for their models as well as their name on the paper in the construction area. Continue to practise correct formation of name, numbers and letters, fine motor skills as the children come into school. How do we grow and change, what skills do we have now that we didn't have when we were babies?

Communication and Language

End of the day stories and songs can the children choose and say why they would like them and what they think they might be about. Discuss emotions, how characters are feeling. Did you enjoy the story, which bit did you like – why? Change library books each week. Encourage children to ask sensible questions, 'What's in the box?' 'Guess who?' 'Odd one out and why' Story maps of Jaspers Beanstalk children to be able to retell and then change the story whilst remembering the basic structure and sequence of days.

Literacy

Reading class texts, Jasper's Beanstalk, Jack and the Beanstalk, The life cycle of plants. Writing and story mapping our own stories about things that grow, using days of the week, and other time words, first, next, last, then. Continuing to work in phonics groups, majority of children will be finishing and consolidating Phase 3 from Letters and Sounds programme. Reading real/not real words in phonics sessions, learning how to deal with words we don't recognise. Model different forms of writing – lists, narrative, information. Say what we are going to write, listen for phonemes in words, use finger spaces. Promote opportunities across all areas; add sheets to small world/construction areas. Encourage confidence in emergent writing through writing challenges and use of our super writer cape. Weekly independent writing/reading challenge.

How do you grow a beanstalk?

Possible activities and outcomes



Mathematics

Accurate counting of objects at own level, majority of children should be working towards counting accurately to 20. Recognition of numerals beyond 10. Introduce place value with numicon to make numbers past 10, visualise 10 and 4 as 14, not 1 and 4. Introduce place value cards as the other year groups use. Matching numbers of beans to numerals careful counting of objects that can and cannot be moved. Sharing out objects into different groups, can we share them fairly why? why not? What makes something fair? Introduce coins within the context of the garden centre, coins value and how we can add different coins to make a specific amount. Compare and discuss numbers and quantities. Use lang of addition and subtraction – explain how they solve practical problems. +1, +2, +3 – jump along numberline/fingers, count on, numicon, unifix, counting objects. Begin to partition groups and see total is the same, find methods to find total of two or more groups. (fingers, numicon, numberline) Days of the week, meal times day time/ night time – special times of day.

Spontaneous Activity