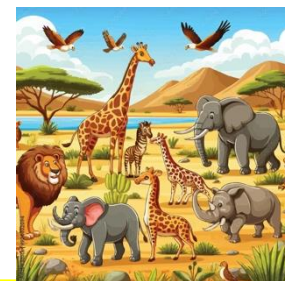
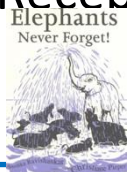


Reception Summer 2- Around the world.



Communication and Language:

To participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

To express their ideas and feelings about their experiences using full sentences, including use of different tenses and conjunctions, with modelling and support from their teacher.

To sustain listening for a set activity.

To talk about where they might like to explore in the future.

To state some wild animal facts with clarity and expression using longer sentences.

Literacy:

To say a sound for each letter in the alphabet and at least 10 digraphs.

To read words consistent with their phonic knowledge by sound-blending.

To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To write recognisable letters, most of which are correctly formed.

To write simple phrases and sentences that can be read by others.

To create an animal fact file.

Key Vocabulary:

- World (Country, Map, Earth, Climate, Habitat, England)
- Animals (Wild, farm, facts, jungle, desert)

Key Songs and Rhymes:

- The animals went in two by two.
- Hello to the children of the world.
- Handa's surprise number song.

Understanding the world:

To identify where I live on a map.

To identify and discuss where people in my class are from.

To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) map

To know about different habitats and climates.

To investigate where different animals live and learn facts about them.

To identify signs of summer.

Enhancements:

- Wellington Country Park
- Poetry competition.
- Exploring music from other cultures.

Physical Development:

To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

To begin to show accuracy and care when drawing.

To observe the effects of exercise on our bodies.

To practice controlled running and stopping.

To negotiate space and obstacles safely, with consideration for themselves and others.

To demonstrate strength, balance and coordination when playing.

To develop basic jumping skills

To investigate varied movements for a purpose (sports day).

Mathematics:

To confidently subitise to 5.

To automatically recall number bonds to 5.

To know some number bonds to 10.

To compare quantities to 10 in different contexts.

To represent patterns within numbers to 10 including double facts and odd and evens.

To verbally count beyond 10 and recognise the pattern of the counting system.

To use positional language.

To explore and create maps.

Personal, Social and Emotional Development:

To develop a greater awareness of how to resolve conflict.

To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

To think about the importance of good sportsman ship.

Expressive Arts and Design:

To use a replicate animal pattern.

To explore African music and drumming.

To create an African necklace.

To sing a range of well-known nursery rhymes and songs.

