



Reception Class

Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive• be able to identify the Easter Candle as a symbol of this season children will know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles <p>Pentecost</p> <ul style="list-style-type: none">• know some of the symbols the Church uses to celebrate the Feast of Pentecost <p>Prayer</p> <ul style="list-style-type: none">• know that prayer is an important form of communication with God• be able to recall some forms of prayer and say why they are important• take part in some in prayer liturgies and write some prayers of praise and thanks• know some of the prayers of the Church and they will be able to voice their own prayers and eventually be able to write them• understand and be able to explain some of the words used in the prayers of the Church
Communication and Language	<ul style="list-style-type: none">• listen attentively in a range of situations• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions• give their attention to what others say and respond appropriately, while engaged in another activity• children follow instructions involving several ideas or actions• answer 'how' and 'why' questions about their experiences and in response to stories or events• children express themselves effectively, showing awareness of listeners' needs• use past, present and future forms accurately when talking about events that have happened or are to happen in the future• develop their own narratives and explanations by

	connecting ideas or events
Literacy	<ul style="list-style-type: none"> • read and understand simple sentences • use phonic knowledge to decode regular words and read them aloud accurately • also read some common irregular words • demonstrate understanding when talking with others about what they have read • use their phonic knowledge to write words in ways which match their spoken sounds • write some irregular common words • write simple sentences which can be read by themselves and others • some words are spelt correctly and others are phonetically plausible
Mathematics	<ul style="list-style-type: none"> • count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number • using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer • solve problems, including doubling, halving and sharing • use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • recognise, create and describe patterns • explore characteristics of everyday objects and shapes and use mathematical language to describe them
Physical Development	<p>Dance</p> <ul style="list-style-type: none"> • joining movements together to make a sequence • move with confidence and imagination <p>Tennis</p> <ul style="list-style-type: none"> • aiming, hitting and catching a tennis ball <p>Athletics</p> <ul style="list-style-type: none"> • running, jumping – sports day <p>Football</p> <ul style="list-style-type: none"> • practising simple ball skills; dribbling, passing with control • use small and large equipment • handle materials with safety and control
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • try new activities with confidence, and say why they like some activities more than others • confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for

	<p>their chosen activities</p> <ul style="list-style-type: none"> • say when they do or don't need help • talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable • work as part of a group or class, and understand and follow the rules • adjust their behaviour to different situations, and take changes of routine in their stride • play co-operatively, taking turns with others • take account of one another's ideas about how to organise their activity • show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
<p>Understanding the World</p>	<p>Summer topic: Environment (Main focus - History. What was it like around our school in the past? Compare and contrast photographs and oral History).</p> <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members • know that other children don't always enjoy the same things, and are sensitive to this • know about similarities and differences between themselves and others, and among families, communities and traditions • know about similarities and differences in relation to places, objects, materials and living things • talk about the features of their own immediate environment and how environments might vary from one another • make observations of animals and plants and explain why some things occur, and talk about changes • recognise that a range of technology is used in places such as homes and schools • select and use technology for particular purposes
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • sing songs, make music and dance, and experiment with ways of changing them • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • use what they have learnt about media and materials in original ways, thinking about uses and purposes • represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories