

Literacy

To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
To read some letter groups that each represent one sound and say sounds for them.
To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
To form lower-case and capital letters correctly.
To spell words by identifying the sounds and then writing the sound with letter/s.
To write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
To re-read what they have written to check that it makes sense.

Personal Social and Emotional Development

To build constructive and respectful relationships.
To see themselves as a valuable individual.
To express their feelings and consider the feelings of others.
To identify and moderate their own feelings socially and emotionally.
To show resilience and perseverance in the face of challenge.
To think about the perspectives of others.
To manage their own needs.
To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and toothbrushing.

Understanding the world

To explore how things work.
To plant seeds and care for growing plants.
To understand the key features of the life cycle of a plant and an animal.
To begin to understand the need to respect and care for the natural environment and all living things.
To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
To comment on images of familiar situations in the past.
To recognise some similarities and differences between life in this country and life in other countries.
To explore the natural world around them.
To recognise some environments that are different from the one in which they live.
To understand the effect of changing seasons on the natural world around them.

Physical Development

To explore how the body moves through dance.
To find different ways to move around by playing games.
To develop a variety of ways to move.
To explore a variety of objects in ways that they are not designed for.
To develop skills with objects in ways that they are not designed for.
To discover boundaries and solve problems.
To understand personal strengths and weaknesses through play.
To be artistic and imaginative through basic gymnastics.
To understand the importance of exercise.
To move at different speeds.
To energise the body through movement.
To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
To revise and refine the fundamental movement skills they have already acquired.
To use their core muscle strength to achieve a good posture.
To combine different movements with ease and fluency.
To develop the foundations of a handwriting style which is fast, accurate and efficient.
To further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.

AMAZING ANIMALS

Reception - Summer Term 5

Mathematics

To subitise.
To link the number symbol (numeral) with its cardinal number value.
To count beyond ten.
To compare numbers.
To understand the 'one more than/one less than' relationship between consecutive numbers.
To explore the composition of numbers to 10.
To automatically recall number bonds for numbers 0-5 and some to 10.
To select, rotate and manipulate shapes to develop spatial reasoning skills.
To continue, copy and create repeating patterns.
To compare length.

Expressive Arts and Design:

To explore, use and refine a variety of artistic effects to express their ideas and feelings.
To return to and build on their previous learning, refining ideas and developing their ability to represent them.
To create collaboratively, sharing ideas, resources and skills.
To listen attentively, move to and talk about music, expressing their feelings and responses.
To watch and talk about dance and performance art, expressing their feelings and responses.
To explore and engage in music making and dance, performing solo or in groups.

Communication and language

To understand how to listen carefully and why listening is important.
To learn new vocabulary and use it in different contexts.
To articulate their ideas and thoughts in well-formed sentences.
To connect one idea or action to another using a range of connectives.
To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
To engage in non-fiction books and talk about stories to build familiarity and understanding.
To learn rhymes, poems and songs.
To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.