

**Communication and language – Early Learning Goals**

**Listening, Attention and Understanding**

- 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.

**Speaking**

- 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.
- 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.

**Physical Development**

**Children in Reception:**

- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

**Early Learning Goals:**

**Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills**

- 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

**Personal, Social and Emotional Development – Early Learning Goals**

**Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self**

- 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.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Understanding the world - ELGs****Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People, Culture and Communities**

- 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.

**The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Maths – Early Learning Goals****Number**

- 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.

**Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Expressive Arts and Design****Children in Reception**

- Watch and talk about dance and performance art, expressing their feelings and responses.

**Early Learning Goals****Creating with Materials**

- 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.

**Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**Literacy – Early Learning Goals****- Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**- Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing • Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

### Expressive Arts

Children will have the opportunities to...

- Junk modelling buses by joining boxes using different materials
- Sing known songs and learn new ones
- Roleplaying emergency service workers using taught vocabulary.
- Create art and crafts linked to real life superheroes
- Create Eid art to celebrate with those who are celebrating Eid Al-Fitr.
- Take part in a Sky Access All Arts Week
- Create Coronation themed crafts and art
- Paint a portrait of their future self

*In the provision children will have access to a range of tools and materials for them to explore and consolidate their learning.*

### Communication and language

Communication and Language is a highly valued aspect of our curriculum. Children are given the opportunity to express their feelings, needs and wants, their thoughts, ideas and interests. Adults engage children in highly quality interactions where children share their ideas and are supported to elaborate through the use of questioning, the introduction of new vocabulary and focused modelling. Stories, rhymes and songs are shared regularly throughout the day in order to support and develop children's vocabulary and language development.

### Physical Development

- In P.E children will be learning to control a ball with both their hands and feet. This will be practised through a variety of games and they will be rolling, kicking, aiming at a target and throwing a small ball underarm.
- Continue to develop their fine motor movements through holding a pencil with a tripod grip for writing and drawing and using a range of tools.
- *In the provision children will access the outdoor area to enable them to negotiate the space via a range of movements, build their strength and develop their balance, as well as practise their ball skills learnt in PE*

### Personal, social and emotional development

Children will...

- Identify some of the jobs they do in their family and talk about how they belong.
- Learn how to make friends to stop themselves from feeling lonely through discussions and reading different stories.
- Think of ways to solve problems and stay friends by looking at different scenarios.
- Start to understand the impact of unkind words and learn positive phrases we can say instead.
- Use 'Calm Me' time to manage their feelings.
- Learn how to be a good friend by understanding what friends are for.

### Foundation Stage – Summer 1 2023

## **Super Heroes Learning Activities**

### We are going to be promoting our school values of...

- Excellence – trying to be our best
- Determination – keeping on trying, even when it's hard!
- Teamwork – working together to resolve conflicts
- Kindness – sharing with our friends
- Being Unique – thinking about how our families are unique

### Understanding the world

This term, children will...

- Learn about the people who help our community.
- Explore life in different countries
- Learn about Eid Al Fitr
- Celebrate the King's coronation and learn about what this means for our country.
- Learn about recycling
- Go litter picking!

### Literacy

#### **In Literacy, children will...**

- Continue to retell stories and be introduced to new vocabulary.
- Read a variety of non-fiction and fiction stories
- Continue to focus on writing sentences with capital letters, finger spaces and full stops.
- Continue to develop their letter formation
- Continue to use their phonics skills to independently write words and sentences that can be read by others.

#### **In phonics, children will...**

- Continue with their Phase 3 learning
- Consolidate their learning in phase 2 and 3.
- Begin to learn phase 4 phonics.
- Continue to read books which match their phonic knowledge.

*In the provision children will have access to a range of reading and writing material for them to explore and consolidate their learning.*

### Maths

#### **In Maths children will...**

- Consolidate their learning of numbers to 10 and beyond through counting, comparing and representing amounts.
- Learn how to subtract numbers to 10 and using our knowledge of number bonds to 10 to help us.
- Continue to practice automatically recalling their number bonds up to 5 and some number bonds to 10
- Continue their learning about doubling.
- Consolidate their learning of evens and odds, double facts and sharing.
- Name 2D and 3D shapes and talk about their properties

*In the provision children will have access to a range of mathematical apparatus for them to explore and consolidate their learning.*