

 Ettington Church of England Primary School	<b>PLANNING OVERVIEW</b> <b>Topic Theme: Beside the Seaside</b>	<b>Summer Term 1</b> <b>Reception 2023/2024</b>
	<b>Class Teachers: Miss Gold/Mrs Edgson</b> <i>Learning for Fullness of Life</i>	<b>Collective Worship Value:</b> Love – The Lost Sheep

Prime Areas of Learning	Specific Areas of Learning
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Show an understanding of their own and others' feelings.</li> <li>Begin to regulate their behaviour.</li> <li>Wait for what they want.</li> <li>Set and work towards simple goals.</li> <li>Give focussed attention during carpet, group and 1 to 1 time.</li> <li>Follow instructions involving several ideas or actions.</li> <li>Be confident to try new activities.</li> <li>Show independence, resilience and perseverance in the face of challenge.</li> <li>Explain why we have rules.</li> <li>Manage their own basic hygiene (hand washing, toileting, dressing).</li> <li>Understand the importance of healthy food choices.</li> <li>Take turns with others.</li> <li>Make good relationships and friendships.</li> <li>Be sensitive to their own and others' needs.</li> </ul>	<b>Literacy</b> <ul style="list-style-type: none"> <li>Retell stories they have heard.</li> <li>Use new vocabulary.</li> <li>Anticipate what might happen next in a story.</li> <li>Know the sounds for each letter in the alphabet (a-z).</li> <li>Know at least 10 digraphs (zz, ll, ff, ss, ck, ch, sh, th, th, ng, oo, oo, ar, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure).</li> <li>Read simple sentences.</li> <li>Read some common exception words (I, go, to, the, into, no, we, be, me, you, my, he, she, they, was, her, are, all,</li> <li>Sounding-blend unknown words but increase in reading fluency (able to read without blending).</li> <li>Write recognisable letters, forming them correctly by starting and finishing in the right place.</li> <li>Spell words by knowing which sounds are in them and how to write these sounds.</li> <li>Write simple phrases and sentences that they can read back and a grown up can read.</li> </ul>
<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Ask questions when listening to a story.</li> <li>Make comments about what they have heard.</li> <li>Have back-and-forth conversations.</li> <li>Take part in group discussions.</li> <li>Explain why things might happen.</li> <li>Use new vocabulary.</li> <li>Speak in full sentences.</li> <li>Use the past, present and future tenses.</li> <li>Use connecting words (conjunctions) E.g And, but, so, or, because.</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10.</li> <li>Know how to make numbers to 10 (e.g. 9 could be 3 and 3 and 3).</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Know the number bonds to 5 and some to 10. These are the pairs of numbers when added or subtracted make a number. E.g. Number bonds of 4. 2+2=4. Also knowing 4-2=2</li> <li>To say numbers in order to 20 and beyond.</li> <li>To know 'more' and 'fewer' and 'same' when looking at two amounts.</li> <li>Odds and evens to 10.</li> <li>Double facts to 10. E.g. Double 1 is 2, double 2 is 4.</li> <li>Sharing amounts up to 10 by physically moving objects. E.g. Sharing 6 apples between 2 teddies is 3 each.</li> </ul>
	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>Know about some key jobs.</li> <li>Compare the past and now.</li> <li>Hear stories set in the past.</li> <li>Use simple maps.</li> <li>Describe their environment/the world around them.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some differences between different religious and cultural communities in their country.</li> <li>• Compare life in this country to life in other countries.</li> <li>• Explore the natural world.</li> <li>• Make observations and draw pictures of animals and plants.</li> <li>• Compare the natural world and contrasting environments (such as cities).</li> <li>• Notice the 4 seasons (Spring, Summer, Autumn, Winter).</li> <li>• Notice changing states of matter, such as melting, freezing and evaporating.</li> </ul>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Move around obstacles and people safely.</li> <li>• Strength, balance and coordination.</li> <li>• Move energetically – running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil in a tripod grip.</li> <li>• Use scissors, paint brushes and cutlery.</li> <li>• Draw with accuracy and care.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Use a variety of materials, such as paper, card, lolly sticks and blocks.</li> <li>• Use a variety of tools, such as pencils, pens, paint brushes, glue spreaders and sponges.</li> <li>• Use a variety of techniques.</li> <li>• Experiment with colour, design, texture, form and function.</li> <li>• Share their creations and explain how they made it.</li> <li>• Use props in role play.</li> <li>• Make up their own stories.</li> <li>• Sing nursery rhymes.</li> <li>• Move in time to the music.</li> <li>• Perform songs, rhymes, poems and stories with others.</li> </ul>

## PARENT INFORMATION AND GUIDANCE

### *Learning for Fullness of Life*

PARENT INFORMATION AND GUIDANCE <i>Learning for Fullness of Life</i>	
<b>INFORMATION TO REMEMBER</b>	<ul style="list-style-type: none"> <li>• <b>UNIFORM</b> should be labelled, appropriate and suitable for all weather conditions. Wellies to be kept in school.</li> <li>• <b>LABELLED WATER BOTTLES</b> brought into school each day with fresh water (not squash).</li> <li>• <b>BOOK BAGS</b> to be checked daily for messages or letters.</li> <li>• <b>FOREST SCHOOL</b> will be on Mondays. Children need to come to school wearing forest school clothes (long sleeved clothing and blue leggings/joggers) and trainers. On very hot days, if you would like to put a school polo shirt and grey school shorts/blue shorts in their bags, they can change after forest school.</li> <li>• <b>PE/outdoor learning</b> will be on Thursdays. Children need to come to school wearing their PE kit (blue T-shirt, blue leggings/joggers/skort/shorts) and trainers.</li> </ul>