

Possible texts:



Personal, social and emotional

Jigsaw: Changing me

- My body
- Respecting my body
- Growing up
- Fun and fears
- Celebration

Adults providing children with a range of strategies to deal with anger and other emotions.

Discussions with adults on their achievements in Reception and how they have progressed since joining school.

Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.

Stories around conflict, responsibility, individuality and needs of others

Physical

Continue to support children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials. Prompt children to run safely, adults support children with gross motor skills by setting up activities for children to access.

Real PE

Communication and language

Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.

Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.

Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.

Expressive arts

Sing and perform learnt songs, rhymes or poems, listen to music together as a class, Instruments in class to allow children to make their own music (including singing). Mark making area and creative areas, modelling how to use equipment safely, Modelling observational skills, the use of colour, adding finer detail and explaining their art work.

Roleplay area, creative area with resources for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.

Maths

- Sharing and grouping
- Visualise build and mop
- Make connections

Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.

Termly
Overview
Puffins
Summer 2
'Sun, sea and
sand'

Literacy

Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC, phase 4 words ending –s /s/, /z/, -es, longer words, root words ending in –ing, -ed /t/, -ed /id/ /ed/, -ed /d/, phase 4 words ending in –s /s/, -s /z/, -es

Tricky words: review all taught so far, secure spelling

Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.

Understanding the world

RE: Which stories are special and why?

Children taught about respect and caring for animals and pets.

Adults prompting children to order experiences and stories verbally or in a written method

