



## Reception (EYFS) Summer 1 – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?



### LITERACY

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
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- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

### MATHEMATICS

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### PHYSICAL DEVELOPMENT

- To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.
- To progress towards a more fluent style of moving, with developing control and grace.
- To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- 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
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To develop overall body-strength, balance, co-ordination and agility.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.

### UNDERSTANDING THE WORLD

- To talk about members of their immediate family.
- To comment on images of familiar situations in the past.
- To explore the natural world around them.
- To recognise some environments that are different to the one in which they live.
- To recognise some similarities and differences between life in this country and life in other countries.
- To draw information from a simple map.

### COMMUNICATION AND LANGUAGE

- To understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- To Learn new vocabulary.
- Ask questions to find out more.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use new vocabulary in different contexts.

### RE

- To talk about places that make us feel safe.
- To discuss what makes us feel happy.
- To discuss what is a special place for us to go to and why.
- To look at what places/buildings may be special for people to belong.
- To begin to recognise that people with faith have special buildings that link to what they believe in.

### PSHRE

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### 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 sing in a group or on their own, increasingly matching the pitch and following the melody. To explore and engage in music making ... performing solo or in groups. To listen attentively, move to and talk about music, expressing their feelings and responses. To listen carefully to rhymes and songs, paying attention to how they sound. To learn rhymes, poems and songs.