

## Literacy

### Comprehension

-Children will read and re-read a selection of books fluently, understanding and enjoyment.

### Word Reading

-Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words

-Read a few common exception words matched to the school's phonic programme

-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

### Writing Composition

#### Fiction

-To rewrite the story.

-To write a shortened version of the story.

-Use phonic knowledge to write words in ways which match spoken sounds.

-Spell some common irregular words. Write simple sentences which can be read by themselves and others

-Apply taught digraphs and trigraphs into writing. Write words with adjacent consonants.

### Writing Transcription

-Form lower-case and capital letters correctly.

-Spell words by identifying the sounds and then writing the sound with letters.

-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

-Re-read what they have written to check that it makes sense.

### Terrific books:

Red Rockets and Rainbow Jelly

The Runaway Pea

Never Show a T-Rex a Book

Dinosaur Roar

How Big is a Million?

Gingerbread Man

White Hen and the Fox

Are the dinosaurs dead, dad?

Billy and the Beast

Volcanoes- non-fiction

The Big Book of Dinosaurs- non-fiction

### Poems:

-Dinosaur, dinosaur, turn around

-A dinosaur went stomping one day

-I want to be a great big dinosaur

## Physical Development

### Gross Motor

-Combine different movements with ease and fluency

-Progress towards a more fluent style of moving, with developing control and grace

-Develop overall body-strength, balance, co-ordination, and agility- Sports Day skills

### Fine Motor

- Children will know how to correctly form lower-case letters.

## Maths

-Counting – larger sets and things that cannot be seen

-Subitising – to 6, including in structured arrangements

-Composition – '5 and a bit'

-Composition - of 10

-Comparison – linked to ordinality

-Play track games

### Shape, Space and Measure

- Tangrams

- Match the shape pictures and models

- Repeating patterns- ABBA



## Reception

### Medium Term

### Planning

### Summer Term 1

### 'Gigantosaurus'

## Understanding the World

### People, Culture & Communities

-I know that some places are special to some members of the community of Malpas, such as the church.

-I know that Christians go to church.

-Invite visitors in from different religious and cultural communities.

- I can explore, notice and describe things in my village.

-I can talk about where I live.

-I can talk about how I travel to school.

-I can draw a simple map of my village.

### The Natural World

- Describe what they see, hear and feel whilst outside.

-Explore the natural world around them.

-I know how to care for a plant including watering them and giving them sunlight.

- I know caring for plants will make them grow.

- I can recognise familiar plants.

## Communication and Language

### Listening, Attention and Understanding

-Ask questions to find out more and to check they understand what has been said to them.

### Speaking

-Articulate their ideas and thoughts in well-formed sentences.

-Use new vocabulary in different contexts.

-Use talk to help work out problems and organise thinking and actions.

-Explain how things work and why they might happen.

-Connect one idea or action to another using a range of connectives.

-Re-tell the story once they have developed a deep familiarity with the text: some as exact repetition.

-Children will know and retell the story 'Gigantosaurus'.

## Personal, Social and Emotional Development

### Self-Regulation

-Children will know how to show resilience and perseverance in the face of challenge.

### Managing Self

-Children will know what a sensible amount of screen time is and why this is important for their health.

### Building Relationships

-Express their feelings and consider the feelings of others.

-Think about the perspectives of others.

## Expressive Arts and Design

### Being Imaginative and Expressive

-Sing in a group or on their own, increasingly match the pitch and following the melody.

-Listen attentively, move to and talk about music, expressing their feelings and responses.

-Big Bear Funk in Charanga

### Creating with Materials

-I know how to join materials using sellotape, masking tape, PVA glue, hole punches and treasury tags and split pins.

-I will explore and recreate art in the style of Georgia O'Keefe (flowers).

-I know how to use watercolour paints to make paler and darker colours.

-I know how to mix watercolour paints.