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| **Foundation Stage, Reception** | | | | C:\Users\DoyleN\Desktop\make believe.jpg |
| **Summer 1** | | | |
| **I Believe …** | | | |
| As we move into Summer we will be moving into the world of make believe. Through our interchangeable topics of Pirates, Castles and Dragons and Fairies we will look at a wide range of stories and develop our imaginations which will feed into our writing as children become mini actors and authors acting out and writing their very own stories. We will also be learning more about the season of Summer building our understanding of why the weather has changed and what this means to us in our day to day experiences. | | | |
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| **Personal, Social and Emotional Development** | **Physical Development** | **Communication and Language** | **Characteristics of Effective Learning** | |
| * Confident to try new activities, and say why they like some activities more than others. * Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. * Play co-operatively, taking turns with others. * Take account of one another’s ideas about how to organise their activity. | * Show good control and co-ordination in large and small movements. * Handle equipment and tools effectively, including pencils for writing. * Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | * Listen attentively in a range of situations. * Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. * Follow instructions involving several ideas or actions. * Express self effectively, showing awareness of listeners’ needs. * Use past, present and future forms accurately when talking about the past, present and future. | * Having their own ideas: Thinking of ideas; finding ways to solve problems; finding new ways to do things. * Making links: developing ideas of grouping, sequences cause and effect. * Choosing ways to do things: planning, making decisions about how to approach a task, solve problems and reach a goal; checking how well their activities are going; changing strategy when needed; reviewing how well the approach worked. | |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts** | |
| * Read and understand simple sentences. * Use phonic knowledge to decode regular words and read them aloud accurately. * Read some common irregular words. * Use phonic knowledge to write words in ways which match their spoken sounds. * Write some irregular common words. * Write simple sentences which can be read by themselves and others. | * Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. * Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. * Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. | * Talk about past and present events in their own lives and in the lives of family members. * Know that other children don’t always enjoy the same things, and are sensitive to this. * Know about similarities and differences in relation to places, objects, materials and living things. * Talk about the features of their own immediate environment and how environments might vary from one another. * Recognise that a range of technology is used in places such as homes and schools. | * Sing songs, make music and dance, and experiment with ways of changing them. * They represent their own ideas, thoughts and feelings through design technology, art music, dance, role play and stories. * Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. | |