

## Reception Overview of Terms 5 & 6

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy
<p>- Use talk to help work out problems and organise thinking and activities and explain how things work and why they happen.</p> <p>- Listen to and talk about stories to build familiarity and understanding.</p> <p>- Retell the story, once they have developed a deep familiarity with the text, some as repetition and some in their own words.</p> <p>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>- Know and talk about sensible amounts of 'screen time'.</p> <p>- Be a confident Purple Learner ready for the transition to Year 1.</p> <p>- Know and talk about change and how this might make themselves or others feel.</p>	<p>- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>- 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.</p> <p>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>- Begin to show accuracy and care when drawing.</p>	<p>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>- Re-read what they have written to check that it makes sense.</p> <p>- Anticipate – where appropriate – key events in stories.</p> <p>- Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.</p> <p>- Form lower case and capital letters correctly.</p> <p>- Use capital letters, finger spaces and full stops in writing.</p> <p>- Understand the composition of a story and attempt to write a narrative that makes sense.</p>
Mathematics	Understanding the World	Expressive Arts and Design	Cross-curricular learning opportunities
<p>- Compare length, weight and capacity using the correct vocabulary.</p> <p>- Use 2D/3D shapes in tasks and explain reasoning for doing so.</p> <p>- Have a deep understanding of number to 10, including the composition of each number.</p> <p>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>- Draw information from a simple map.</p> <p>- Recognise and describe some similarities and differences between life in this country and life in other countries.</p> <p>- Recognise some environments that are different from the one in which they live.</p> <p>- Explore the natural world around them: Summer/ boats/ floating and sinking</p> <p>- Name and describe some plants and animals/ mini-beasts</p> <p>- Make observations and draw pictures of animals and plant.</p>	<p>- Explore and engage in music making and dance, performing solo or in groups.</p> <p>- Keep a steady beat and try and move in time with music.</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>- Perform stories alongside others.</p>	<ul style="list-style-type: none"> <li>Term 5 – Topic linked to children's choice of role-play area</li> <li>Term 6 – Minibeast Topic with caterpillar delivery and caring for them until they turn into butterflies</li> <li>Class assemblies</li> <li>Planting sunflowers</li> <li>Ball skills and preparation for Sports Day in PE</li> <li>Trip to the Farm + farm to plate work</li> <li>Religious festivals celebrated and learnt about</li> <li>Daily story time</li> <li>Circle times</li> <li>Purple Learning</li> <li>Transition to Year 1 preparation</li> </ul>