

# Water

<b>Reception</b> <b>Summer 2</b>	<b>Book Focus</b> <i>The Snail and the Whale by Julia Donaldson</i>	<b>Songs and Rhymes</b> <i>Underneath the sea, A sailor went to sea, sea, sea</i>	<b>Enhancement</b> <i>Visit Washington Wetlands</i>
<p><b>Communication and Language</b></p> <p><b><u>Listening and Attention:</u></b>  <i>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. 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</i></p> <p><b><u>Understanding:</u></b>  <i>Make comments about what they have heard and ask questions to clarify their understanding.</i></p> <p><b><u>Speaking:</u></b>  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>	<p><b>Personal, Social and Emotional Development</b></p> <p><b><u>Making Relationships:</u></b>  <i>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i></p> <p><b><u>Sense of Self:</u></b>  <i>Explain the reasons for rules, know right from wrong and try to behave accordingly. Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</i></p> <p><b><u>Understanding Emotions:</u></b>  <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</i></p>	<p><b>Physical Development</b></p> <p><b><u>Moving and Handling:</u></b>  <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</i></p> <p><b><u>Health and Self Care:</u></b>  <i>Practices some appropriate safety measures without direct supervision. Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices.</i></p>	<p><b>Characteristics of Effective Teaching and Learning:</b></p> <p><b>Playing and Exploring</b>            ENGAGEMENT            Finding out and exploring            Playing with what they know            Being willing to 'have a go'</p> <p><b>Active Learning</b>            MOTIVATION            Being involved and concentrating            Keep Trying            Enjoying and achieving what they set out to do</p> <p><b>Creative and Critical Thinking</b>            THINKING            Having their own ideas            Making Links            Working with ideas</p>
<p>Listen for longer periods during adult led activities.            Follow a more complex set of instructions out of context.            Recalling past activities with increasing detail using a broad vocabulary.            Attend weekly Key Stage assemblies and whole school assemblies.            Speak in front of an audience when performing our class assembly. Invite our parents and buddy.            Continue to converse with others during plan, do and review, and respond accordingly.</p>	<p>Prepare children for their transition to Year 1.            Class Discussions as to what to expect and reassuring children. New teacher to visit Reception and be a mystery reader.            Visit new classroom and spend a whole day there.            Join Key Stage 1 for Tuesday assembly and playtime on the yard.</p> <p>Discuss keeping safe when out and about with our family. Crossing roads safely.            Keeping safe when near water, by the sea or river.</p>	<p>Athletics.            Activities to develop running, jumping and throwing skills.            Take part in our school sports day.            Participate in a multi skills cluster event at Wickham School.</p> <p>Ball skills.            Activities to develop throwing, catching and striking skills.</p>	

<p><b>Literacy</b></p> <p><b>Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>Mathematics</b></p> <p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - 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><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p><b>Understanding the World</b></p> <p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Technology:</b> Confidently use a range of technologies, both digital and non-digital during their play.</p>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives.</p> <p><b>Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>
<p>Little Wandle Summer 2. Continuation of library visits and paired reading. Read our school reading book to our buddy. Continue to read books with increasing fluency and prosody. Read The Snail and the Whale and The Troll by Julia Donaldson. Plan a pirate story using words and pictures. Using their plan, write a story and apply knowledge of writing in sentences.</p>	<p>Counting 1-20 and beyond this, discussing the pattern of number. 1 more than/ 1 less than using numbers within 20. Counting in steps of 2 to 24 and in steps of 10 to 120. Addition and subtraction number sentences including number bonds to 10. Consolidating doubles and halves. Explore capacity by filling containers and find which holds more. Use a nonstandard unit to record. Naming 2D shape and 3D shapes, describing their properties.</p>	<p>Learning about our world, seas and rivers. We live in Whickham and there are two rivers nearby, Derwent and Tyne. Read The snail and the whale and discuss seas.  Investigate floating and sinking.  School trip to Washington Wetlands and go pond dipping.  Continue to use 2go to move the ladybird in different directions. Use the iPad to take videos/recordings of our learning during plan, do and review. Learn to type our name using the keyboard and word.</p>	<p>Create an underwater collage picture. Use water colour paints to create a representation. Our role play areas will be an ice cream parlour and pirate island.</p>