



Reception	<p><u>Communication and Language</u></p> <p>Retell a story, develop a deep familiarity with new vocabulary in different contexts.</p> <p>Share favourite books and new stories.</p> <p>Read together, identifying learnt tricky words.</p> <p>Speak in clear well-structured sentences.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p>Think about the perspectives of others.</p> <p>Talk about understand and moderate own feelings socially and emotionally.</p> <p>Show respect for each other.</p> <p>Changing Me</p> <p>Key Focus on the transition from Reception to Year 1</p>	<p><u>Physical Development</u></p> <p>Gross Motor Gymnastics Children explore the basic movements, creating shapes, balances and jumps and begin to develop rock and rolling. They copy, create, remember and repeat short sequences</p> <p>Games Children continue to develop their understanding of playing games. They learn how to score and play by the rules. They understand what a team is and how to behave when winning.</p> <p>Fine Motor Continue to develop the foundations and skill for handwriting, demonstrating fluency in letter formation.</p>	<p><u>Events and Celebrations</u></p> <p>Transition to Year 1 Planning a Picnic Sports Day Father's Day</p> <p style="text-align: center;"><u>Stories and Books</u></p> <p>Everywhere Bear Were going a bear hunt Paddington Bear Goldilocks</p>
	<p><u>Literacy</u></p> <p>_Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est Longer words No new tricky. Review of tricky words taught so far</p> <p>Reading: Reading sentences with a widening selection of GPC's including di/tri graphs -Guided reading groups</p> <p>Writing: To write sentences with a capital letter, full stop and finger spaces. Writing to recount or retell a story. Write for different genres.</p>	<p><u>Mathematics</u></p> <p>Spatial Reasoning</p> <p>Tens Frames</p> <p>Number bonds to 10</p> <p>Money</p> <p>Addition and Subtraction problems</p>	<p><u>Understanding the World</u></p> <p>Science Explore the natural world around them on a walk to woodland area. Encourage the children to talk about what they can see, hear and feel during their own bear hunt</p> <p>Geography—Bears Traveling around the word Different environments. London and Peru with Paddington</p> <p>History – Special People</p> <p>RE – Why are places special and why?</p>	<p><u>Expressive Arts and Design</u></p> <p>Music—Sing Up Units: Slap, Clap, Clap Bow, Bow, Bow Belinda. Provide a range of instruments and noisemakers for children to use to add sound effects to the stories</p> <p>Art— IWB to create teddies</p> <p>DT- Designing toys Toy workshop Bear caves</p>