

## Literacy

- \*Embed writing own name independently, correctly forming the letters
- \*Continuing to develop appropriate pencil grip and increasing hand control
- \*Continuing to learn to form letters correctly using multi-sensory equipment and on lines in handwriting books
- \*Developing the confidence to write independently for a purpose, including story writing, fact writing and recounting our farm visit
- \*Being able to hear and say phonemes throughout words, stretching words in order to hear them all
- \*Writing the graphemes for the phonemes that they hear within words
- \*Understanding and attempting to write simple sentences
- \*Being able to point 1-to-1 when reading simple texts
- \*Blending phonemes from left to right through simple words
- \*Developing reading and comprehension skills through group reading
- \*Recognising a greater number of 'tricky words' on sight
- \*Learning to write 'tricky words'
- \*Being able to identify some features of fiction and non-fiction texts
- \*Retrieving simple facts from non-fiction books
- \*Daily phonic activities, practising reading and writing words and simple sentences using known single letter phonemes, digraphs, trigraphs, and 'tricky word' spellings

## Physical Development

- \*Developing greater spatial awareness
- \*Developing sending and receiving skills with balls
- \*Developing an understanding of fitness and what it means to exercise and stay healthy
- \*Exploring dance movements
- \*Being able to dress and undress for PE independently
- \*Extending awareness of personal hygiene
- \*Manipulating playdough and other malleable materials to make minibeasts
- \*Developing fine motor skills through drawing and cutting, etc
- \*Handling tools and small objects, including pencils, with increasing control
- \*Developing appropriate pencil grip
- \*Developing letter formation and handwriting skills

## Mathematics

- \*Solving simple practical problems
- \*Counting, recognising, comparing, estimating and ordering numbers from 0- 20 and beyond
- \*Using the language of 'more' and 'less' to compare quantities and numbers
- \*Using a range of strategies for addition
- \*Measures – talking about the passage of time, e.g. day, night, week, month, year
- \*Measuring short periods to time in simple ways, e.g. sand timers and stopwatches
- \*Exploring o'clock times on analogue
- \*Naming and exploring the properties of 3D shapes
- \*Exploring doubling, halving and sharing quantities

## **Learning Journey: Feelers, Feathers and Fur**

(Minibeasts and the Farm)

**Year Group: Reception**

**Term: Summer 1 2019**

*This Learning Journey Web gives an overview of this half term's learning across Reception. Learning Journeys will follow children's interests and enthusiasms, so learning contexts may vary from class to class.*

## Expressive Arts and Design

- \*Transforming the role-play area into children's choice
  - \*Acting out scenes in the role play area
  - \*Retelling the story of The Very Hungry Caterpillar
  - \*Painting minibeasts
  - \*Creating a farm picture using various painting and collage techniques
- Weekly Music session*
- \*Continuing to sing songs and games using the Soh and Me pitches
  - \*Learning topic-related songs
  - \*Learning to recognise simple rhythmic patterns, to read simple notation and to compose rhythms.
  - \*Listening to music and recognising the elements 'fast', 'slow', 'quiet' and 'loud'

## Communication and Language

- \*Using new vocabulary that is introduced to describe minibeasts and farm animals
- \*Being able to talk about their experiences and listen to others
- \*Sharing interests and hobbies through Special Interest Talks
- \*Listening to and discussing a variety of stories
- \*Retelling the story of The Very Hungry Caterpillar
- \*Verbalising imaginative ideas through role play and small world play
- \*Continuing to develop listening and attention skills in a widening range of situations
- \*Joining in with simple rhymes and songs

## Understanding the World

- \*Bug hunting in the playground
  - \*Exploring minibeast habitats-Super Start with RSPB
  - \*Fact finding about minibeasts
  - \*Sorting and classifying minibeasts and farm animals
  - \*Visiting a farm
  - \*Knowing the needs of animals and their babies
  - \*Observing changes in the environment and weather in springtime
  - \*Recognising that a range of technology that is used in places such as home and schools.
  - \*Exploring a variety of apps on the iPads
- Weekly French session with Mme Ellin*

## Personal, Social and Emotional Development

- \*Expressing feelings and considering the feelings of others
- \*Working and playing cooperatively in variety of situations, exploring what is fair and unfair.
- \*Ongoing activities to encourage independence, concentration, confidence and social development
- \*Selecting materials from a wide choice on offer
- \*Revisiting the Golden Values, Bubble Time, 'Stop It, I Don't Like It' and Ready Steady Go!
- \*Discussing how to care for animals
- \*Showing sensitivity and consideration towards each other
- \*Treating all living things with care and concern
- \*Circle Times about Living and Growing