



# Reception Term 6

Whole School

Whole Child

Whole Hearted

Identity & Diversity

Curiosity

Life Skills

Environment

Our school value this term is: Resilience

Literacy		
	Writing	Reading
Key Texts	<p>Jack and the Beanstalk</p> <p>Martha Maps It Out</p> <p>The Girl and the Dinosaur</p> <p>Dear Dinosaur</p>	<p>Billy and the Dragon</p> <p>One Upon a Fairytale</p> <p>Once Upon a Mermaid's Tail</p>
Curriculum Objectives	<p>Use capital letters at the beginning of a sentence</p> <p>Use a finger space between words.</p> <p>Write simple sentences that can be read by others.</p> <p>Re-read what I have written to make sure it makes sense.</p> <p>Extend writing using the connective 'and'</p>	<p>Secure and consolidate the following digraphs &amp; trigraphs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear &amp; air</p> <p>Continue to blend learnt sounds together to read longer words, including suffixes, double letters, digraphs &amp; trigraphs</p> <p>Continue to develop fluency and confidence when reading, developing some sight reading</p> <p>Recall previously learnt tricky words while learning new tricky words.</p>

Maths	
Composition and Patterns within 10	<ul style="list-style-type: none"> <li>Assembling a whole object from different parts</li> <li>Making a whole number from 2 parts</li> <li>Splitting numbers into 2 groups that each have an equal amount, making and recognising a double</li> <li>Understanding doubles are evens and odds cannot be split into two equal groups</li> <li>Early Learning Goal assessment</li> </ul>
Understanding and Comparison of Numbers to 10	<ul style="list-style-type: none"> <li>Comparing by looking, then by matching 1-to-1</li> <li>Understanding when groups have an equal amount</li> <li>Comparing groups of objects that are of different sizes, colours or attributes</li> <li>Beginning to generalise about '1 more/1 less' within 10</li> <li>Developing a sense of magnitude (e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2)</li> <li>Early Learning Goal assessment</li> </ul>
Counting beyond 20	<ul style="list-style-type: none"> <li>1-to-1 counting correspondence</li> <li>Knowing number names to 10 and their order</li> <li>Counting up to 10 things that can't be seen or tagged</li> <li>Developing strategies to keep track of what has and has not been counted</li> <li>Recognising the pattern of the counting system, when beginning to count beyond 20</li> <li>Early Learning Goal assessment</li> </ul>
Subitising & Automatic Recall	<ul style="list-style-type: none"> <li>Recalling number bonds to 5</li> <li>Using a rekenrek when subitising</li> <li>Early Learning Goal assessment</li> </ul>



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Topic	Big Question/Theme	Learning
Understanding the World – RE Focus	What is special about our world?	<ul style="list-style-type: none"> <li>- Reflect and share ideas on why our world is special, including our natural world and the people and communities within it</li> <li>- Recap previous learning of why people, places and times are special</li> </ul>
Understanding the World – Science – At The Beach	How should we look after our planet?	<ul style="list-style-type: none"> <li>- Recap previous learning on what a habitat is and which animals live in different habitats</li> <li>- Explore different animal groups and learn scientific facts and vocabulary relating to those animals</li> <li>- Explore how to preserve habitats and nature, being aware of the impact humans could have</li> </ul>
Understanding the World – Geography – Map Skills	What is a map used for? How can I create and use a map?	<ul style="list-style-type: none"> <li>- Identify what a map is and why they are used</li> <li>- Create maps of familiar areas around us, including our classroom, school and community</li> <li>- Begin to interpret and read maps by spotting key features around us</li> </ul>
Expressive Art and Design – DT Focus – Cooking	Fantastic Fruit	<ul style="list-style-type: none"> <li>- Explore different tastes, textures and smells of fruit</li> <li>- Understand why fruit is good for us and how it can be incorporated into different meals.</li> <li>- Plan a fantastic fruit dish for breakfast, lunch or dinner</li> <li>- Create their dish and review the process and final product</li> </ul>
Expressive Art and Design – Art Focus – Cooking	Still Life & Fruit and Veg Head	<ul style="list-style-type: none"> <li>- Comment on what they can see to help draw from still life</li> <li>- Draw objects from observation, noticing shape, size and colour</li> <li>- Use fruit and vegetables to create a sculpture, commenting on the purpose of each food and making creative decisions</li> </ul>
Personal, Social and Emotional Development – Changing Me	Changing Me	<ul style="list-style-type: none"> <li>- Label and name parts of our body</li> <li>- Reflect on what food I can eat that is healthy for my body</li> <li>- Discuss and express how we feel about going to Year 1</li> <li>- Reflect on our best memories of Reception</li> </ul>
Physical Development – PE – Games for Understanding	Games for Understanding	<ul style="list-style-type: none"> <li>- Develop gross motor skills and safely navigate a space</li> <li>- Engage in team games, reflecting on being part of a team and different roles</li> <li>- Recall personal, social and emotional skills involved in following rules, winning, losing and sportsmanship</li> </ul>