

- Weekly Makaton sessions – speech support.
- Weekly park visits – vocabulary linked to our environment.
- Daily literacy sessions – learning about the world around us through books and learning new vocabulary.
- Daily topic sessions – talking about where we have been/where we would like to go. Learning new vocabulary linked to travel.
- Weekly Philosophy for Children (P4C) – confidence to speak and offer their ideas/caring thinking.
- Daily UNICEF child – complimenting those around us and discussing the rights that have been respected.
- Trip – talk about different way of travelling and commenting on the immediate environment.

P.E –Gymnastics and relay games.
 P.E – Sports Day games.
 Weekly Dough Gym – Wednesday morning activity.
 Park visits – gross and fine motor skills – digging, running, climbing, hunting objects and exploring.
 Large gross motor activities outside – bikes/scooters/SNUG/balance bikes/ bowling/construction.
 Fine motor – Water play/sand play/creative kitchen/mark making/ role play.
 Physical write – letter formation on large scale/anticlockwise arm movements.

- UNICEF Child – children to learn about roles and responsibilities and how and why we give compliments. Children to comment on rights that have been respected.
- Philosophy for Children – children offer their own opinions to questions/issues raised about moral and conflict situations. Children learn the importance of listening and respecting other’s views and that it is ok to disagree. To use and understand the 4C’s of thinking
- Circle Time – Learning to take turns when talking and to listen to other children’s ideas – collaborative thinking.
- ‘Sort it out’ Spot – To help and support children to resolve conflicts independently with the help of Twiggie the Turtle.

Physical Development

Personal, Social and Emotional

Communication and Language

Reception Summer B 2016-2017 Going Places & The Severn Valley Railway



Achieving
 Excellence
 Inspiring
 Dreams

Literacy

Mathematics

- Number and number formation adding/subtracting/doubling/halving/ number bonds.
- 3D shape – recapping names and properties.
- Weight – recap of weight/ using balance scales.
- Time – sequencing familiar events /hour/half hour/minutes/seconds/how long does it take to jump/walk across the room/ walk around the school?
- Money – what is money used for? Recognising money.
- Working with mathematical problems – learning how to use our maths to help solve problems using real life scenarios.

Understanding the World

- Learning about where we live – what country do we live in? What city do we live in? Learning about similarities and differences between countries – food/clothes/homes/weather.
- Learning about places we have travelled – where have we visited? What was it like? How did we get there?
- Learning about other countries – e.g. Africa and countries the children are interested in learning about.
- Technology – iPads literacy and maths/Bee Bots.
- Languages – to learn about different languages through listening to native speakers.

Expressive Arts and Design

- African necklaces.
- Creating seaside/boat pictures.
- Junk modelling modes of transport
- Sea life collage.
- Seaside sand role play.
- African hut making.
- African instrument making.
- Safari handprint animals.
- Flag making.
- Park – tree rubbings/wands.
- Foam printing.
- Trains and/or what they saw from the window.

- Class termly books – RW = Owl Babies / RB – Mr Magnolia
- Weekly reading/high frequency word check.
- What’s the time Mr Wolf? –link to Maths.
- The Train Ride – opening story for termly topic.
- Weekly guided reading sessions.
- Daily phonics sessions.
- Daily letter formation.
- Non-fiction books about countries and places/Engine Engine/Follow the Swallow
- Weekly writing focus – sentence writing with finger spaces.
- Writing about our trip to Severn Valley Railway –what did we do? What did we see?