

## **Personal, Social and Emotional Development:**

### **JIGSAW: Relationships**

During this half-term we will be discussing the theme of relationships and how to make friends. As part of our learning, we will be looking at how to be a good friend and how to solve friendship difficulties.

We will think about the impact of kind/unkind words and how we can make others feel part of a group.

We will be learning different ways to calm ourselves down.

We will continue to discuss our school values and how we have demonstrated these.

We will discuss how we have used our 'Burford Body' when learning and playing.

### Self Regulation

- Identify and moderate their own feelings, socially and emotionally
- Set and work towards simple goals
- Give focused attention and follow instructions

### Managing Self

- Know and talk about the different factors that support overall health and well-being
- Explain the reasons for rules, and know right from wrong
- Show independence, resilience and perseverance in the face of challenge

### Building Relationships

- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show sensitivity to their own and others' needs

Year group: Reception

Summer 1 2024

BURFORD SCHOOL



Nature Detectives

## **Communication and Language:**

Talking about minibeasts and our focus non-fiction text 'Snails'.

Vocabulary will be extended through new words linked to our topic work on minibeasts (specifically snails) and the season of Spring.

Group Discussion Activities:

Friendships - what makes a good friend and how to help someone who feels lonely.

School values - what each one means and how we can show them.

Minibeasts - what a minibeast is, the different types, similarities and differences

Role-play: Child-initiated, linked to own interests

### Listening, Attention and Understanding

- Learn new vocabulary
- Ask questions to find out more and to check understanding
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers

### Speaking

- Use talk to help work out problems and organise thinking
- Describe events in some detail
- Connect one idea (or action) to another, using a range of connectives
- Use new vocabulary in different contexts
- Articulate their ideas and thoughts in well-formed sentences

## **Physical Development:**

PE Getting dressed and undressed for a weekly PE lesson.

Outdoor Learning: playing team-games involving throwing, aiming, fetching and receiving, pouring water along tubing, digging, observing minibeasts and making and using their own obstacle courses.

Develop stamina.

Forest School : climbing, jumping and landing safely, building and balancing,

Use bikes, scooters, climbing frame, balls, space hoppers, beanbags and hoops.

Fine Motor skills will be developed through threading, scissor skills, painting, using malleable materials, tweezers and manipulating loose parts

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Develop core muscle strength to achieve a good posture
- Combine different movements with ease and fluency

### Fine motor Skills

- Develop the foundations of a handwriting style
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

## Literacy:

Daily Phonics: We follow Floppy's Phonics scheme (see separate document).  
We will practise letter formation and writing some tricky words.  
We will learn the text for a T4W non-fiction text about snails.  
We will use our developing phonic knowledge to inform our reading and writing.

### Writing

- Form lower-case and capitals correctly
- Spell words by identifying the sounds and the writing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others
- Re-read what they have written to check that it makes sense

### Word Reading

- Read a few common exception words
- Read aloud simple sentences and books that are consistent with their phonic knowledge

### Comprehension

- Re-read books to develop fluency and understanding
- Use recently-introduced vocabulary
- Anticipate key events in stories

## Maths:

We follow NCETM mastering Number and White Rose (see separate planning).  
Number and Place Value: consolidating numbers to 10 and moving beyond 10 counting forwards and backwards.  
Recognise patterns in counting  
Comparing and ordering quantities and measures  
Develop spatial reasoning  
Maths Mastery - Explaining their reasoning and using stem sentences

### Number

- Explore the composition of numbers to 10
- Recall number bonds for numbers 0-5 and some to 10
- Understand the one-more-than / one-less-than relationship between consecutive numbers
- Recall some doubles facts

### Numerical Patterns

- Count beyond 10 and recognise the pattern of the counting system

### Shape, Space and Measure

- Compare length, weight and capacity
- Manipulate shapes to develop spatial reasoning skills

## Focus Texts:

- Snail Trail
- The Big Bug Book
- Twist and Hop, Minibeast Bop
- 1 is a Snail 10 is a Crab
- Mad about Minibeasts
- The Ugly Bug Club
- Nature trail

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## Understanding the World:

We will be learning to show care and concern for living things and the environment through first-hand experiences. We will be learning that wild creatures need their own kind of homes to be healthy and happy. We will use our senses to explore mini-beasts. We will observe and discuss what changes are happening within the school grounds and in the surrounding woodland during Spring and Summer.

Role Play - Home Area/Home Office Visitor: Community Police Officer

### The Natural World

- Explore the natural world around them, making observations and drawing pictures
- Understand the effect of changing seasons

### Past and Present

- Talk about the lives of the people around them and their roles in society

### People and Communities

- Describe their immediate environment using knowledge from observation, discussion, non-fiction and maps

## Expressive Arts and Design:

We will be singing and learning the songs we sing during our school assemblies. In music, we will be learning about pulse and rhythm. We will have small-group art-focused activities (e.g. using observational skills to make and paint pictures of minibeasts).

Use the role-play area for imaginative and representative play.

### Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Share their creations, explaining the process they have used
- Return to and build on their previous learning, refining and developing ideas

### Being Imaginative and Expressive

- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music-making and dance, performing solo or in groups
- Develop storylines in their pretend play