

**Communication and Language**  
What happened?

- Discovering Passions
- Show and Tell
- Narrate events and talk about previous events
- Describe events in some detail
- Use talk to help work out problems
- Begin to ask questions to gain a better understanding /clarify their thinking
- Begin to use connectives to connect their ideas when speaking
- Talk about what might happen and how things work
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Continue to explore non-fiction texts linked with new knowledge and vocabulary.
- Link specific vocabulary to places, cultures, travel experiences

**Literacy**

- Continues to enjoy an increasing range of books. Non –Fiction books on travel and space as well as fiction, beginning to understand that a non-fiction is a non-story- it gives information
- Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.
- Read and write simple phrases and sentences CI Independently
- List of what we might take on a journey.

**Reception / Jeffers and Donaldson**  
*Year R: Summer 1*

**Mathematical Development**

5 PRINCIPLES OF COUNTING

- Building numbers beyond 10. Counting patterns beyond 10.
- Spatial reasoning—Match, Rotate, Manipulate.
- Adding more.
- Taking away.
- Spatial Reasoning (2) Compose and Decompose.

**Personal, Social and Emotional Development**  
Friendships

- I can identify some of the jobs I do in my family and how I feel like belong.
- I know how to make friends to stop myself from feeling lonely.
- I can think of ways to solve problems and stay friends.
- I am starting to understand the impact of unkind words.
- I can use Calm Me time to manage my feelings.
- I know how to be a good friend.
- Show resilience and perseverance in the face of challenge.
- Discuss why we take turns, wait politely, tidy up after ourselves.
- Taking part in sports day - Winning and losing.

**'Travel and Transport'**  
We really enjoyed our topic 'Come outside' last term and seeing the first signs of Spring. We now move onto 'Travel and Transport' where we look into different countries around the world and different modes of transport.

**Expressive Arts and Design**

- Show different types of dance performances across the year and encourage children to have a go in continuous provision
- Design and make modes of transport.
- Create transport pictures
- Design and make objects they may need in space, thinking about form and function.
- Encourage children to create their own music.
- Retelling familiar stories

**Forest School**

Amazing tool skills with the hammers last term creating our very own sculpture! This term we aim to revisit tools we have used over the year to use confidently

- Revisit using the hack saw to tidy the site
- Revisit using the bow saw.
- Loose parts to create a mode of transport
- Wooden slices to make pizza's in the mud kitchen.
- Hammer chinks to create paint and use natural paint-brushes

**Physical Development**

**Fine Motor Activities**

- Start to cut along a curved line, like a circle / Draw across
- Develop pencil grip and letter formation continually

**Gross Motor Activities**

- Races / team games involving gross motor movement Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Dance / moving to music
- PE Gymnastics / Balance
- Encourage children to be highly active and get out of breath several times every day

**Understanding of the World**

- Introduce the children to NASA and America.
- Introduce children to Neil Armstrong and begin to understand that these events happened before they were born.
- Comparing places on Google Earth – how are they similar/ different?
- Teach children to differentiate between land and water.
- Look at other countries around the world that the children have visited or have originated from.
- Discuss their own stories about places they have visited and know that we live in England.
- Learn about how the UK looks different in different areas example – mountain ranges such as Wales and Scotland. Compare to the landscape of Oundle.
- Learn about Spain – what they eat, how they get to school, where they live, the climate.
- Learn about Mexico as a contrast to where we live.
- Learn specific vocabulary for common human and physical features – road, church, village, hill, river.