

What are we learning?



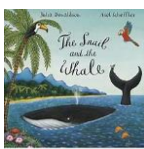
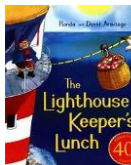
We will learn about some under the sea creatures:

Seahorses

Whales

Sharks

Key Themes and books



Deep Sea Detectives!

Key Themes

Under the sea, Where in the world shall we go? Send me a postcard! Sun safety, Marine life, Mary Anning-fossils, Grace Darling-Compare: Now and then, Seaside art, World Ocean Day 8th June. (May change with children's interests)

Key Investigations

We will be carrying our sinking and floating experiments as part of our **science** investigation to see which materials make the best boat. We will be exploring the different oceans and the types of sea animals which live in the different waters for our **Geography**. We will also learn about plastic pollution and ways we can help look after seas and hope to create an **art** and **DT** projects using recycled plastics. For **History** we will be learning about two important women Grace Darling and Mary Anning and their remarkable achievements.

This will help us when we learn about:

Oceans and continents, Maps & rivers and Living things & their habitats in **Class 2**

Key Vocabulary

| Key Vocabulary | Definition |
|---------------------------|--|
| <i>Words I will learn</i> | |
| Ocean | A very large amount of sea divided around the earth |
| Coast | The part of land adjoining or near the sea |
| Water | A colourless, transparent, odourless liquid that forms the seas, lakes, rivers, & rain |
| Environment | Our surroundings, the world around us |
| Pollution | Harmful substance in our environment |
| Recycling | The action or process of converting waste into reusable material |
| Fin | An underwater animal's flap that helps them swim |
| Flukes | The name for the end part of a whale's tail |
| Tentacles | Long limbs attached to jellyfish, squid and octopuses |
| Fossil | The remains or traces of plants and animals that lived long ago |
| Palaeontologist | Someone who studies fossils |



Atlantic Ocean



Pacific Ocean



Personal Social and Emotional Development

Express feelings: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
Manage behaviour: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Explain the reasons for rules, know right from wrong and try to behave accordingly.
Self-awareness: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Independence: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Collaboration: Work and play cooperatively and take turns with others.
Social skills: Form positive attachments to adults and friendships with peers.

Reception
Summer Term 2
2025



Plastic pollution in the ocean

Maths

Number:

Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity.
Explore and represent patterns within numbers up to 10, including evens



Show sensitivity to their own and to others' needs.

Revisit/ ongoing throughout the year:

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.

Communication and Language

Listening: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Respond: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Understanding: Make comments about what they have heard and ask questions to clarify their understanding.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

PE: Games / team games / athletics / Sports Day/ Beach Day. Take part in simple games. Control body when performing a sequence of movements. Confidently and safely use a range of large and small apparatus indoors and outside and in a group.

Gross Motor Skills:

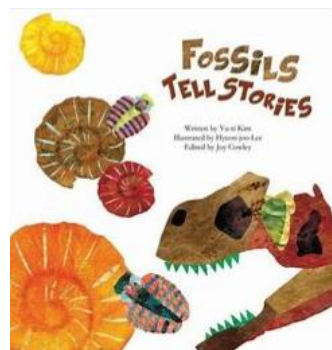
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Fine Motor Skills:

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Opening packets, unscrewing lids and fastening buttons and clips.



and odds, double facts and how quantities can be distributed equally

Vocabulary: Number, to 20, count, compare, subitise, bonds, add, subtract, total, how many less?, is the same as, equals, more, larger, bigger, greater, most, less, fewer, smaller, smallest, least, pattern, repeat, corners, vertices, faces, cube, cuboid, prism, pyramid, sphere, cone

Understanding The World

Chronology:

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Enquiry:

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Respect:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. RE What times/stories are special and why?

Mapping:

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

Revisit/ ongoing throughout the year



Communication:

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation:

Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.



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|---|--|
| <p>Literacy</p> <p><u>Comprehension:</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Word Reading:</u> Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Emergent writing:</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>Composition:</u> Write simple phrases and sentences that can be read by others.</p> <p><u>Spelling:</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>Handwriting:</u> Form letters correctly.</p> <p><u>Writing in response to a text:</u> Write a postcard. Fact File-Grace Darling Writing to inform – recycling.</p> <p>Phonics Phase 3/4 Working on blending adjacent consonants in words and apply this in writing. Write each letter correctly. Form lower-case and capital letters correctly. Write short sentences with words with known lettersound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Revisit/ ongoing throughout the year: Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p> | <p>Expressive Art and Design</p> <p><u>Creating with materials:</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</p> <p><u>Being Imaginative</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Water pictures, collage, shading by adding black or white, colour mixing (Olivia Pilling) Refer to Art and design progression map to facilitate progression through child led interests.</p> <p>Revisit/ ongoing throughout the year: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups</p> <div data-bbox="1512 699 2018 956"><p>Charanga Learning Focus:</p><p>Listen and Appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments. Riff-based composition. Share and perform the learning that has taken place.</p></div> |
| <p>Ways to support at Home</p> <ul style="list-style-type: none">• Read and share stories every day (Children will have the opportunity to earn individual prizes this term as well as working towards the class reward)• Practice saying and writing your sounds especially your phase 3 digraphs and trigraphs and your tricky/high frequency words (set in reading pack)• Practice writing for pleasure e.g. shopping lists, menus, maps, directions, secret messages, clues etc.• Practice writing all the letters of the alphabet, lowercase and capitals, making sure children are forming the letters correctly and using the correct pencil grip.• Practice counting forwards to 20 and backwards to 0, using objects and numerals as needed. Practice sharing and doubling with objects. Practice your odd and even numbers• Sing the Number bonds song to help you recall your bonds to 10• Find out about sea life-what will you learn that you didn't know already?• Find out about fossils and where they come from. If you have any at home, we'd love to see them!• Preparing for show and tells linked to our topic (Tuesdays) <div data-bbox="2002 1059 2063 1121"></div> <div data-bbox="1912 1176 2152 1321"><p>Share any home learning with us on dojo for bonus DoJo points!</p></div> | |