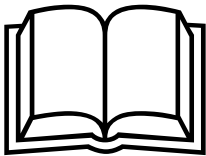


Deanery C.E. Primary School

Programme of Work in Reception SUMMER TERM 2019

Literacy,
Communication and
Language



Topics: Animals and Pets/The Seaside

Animals and Pets: Dear Zoo, Rumble in the Jungle, Pets, Farmer Duck, Owl Babies,

The Seaside: The Troll, The Nighttime Pirates, Sharing a Shell, Snail and the Whale, Commotion in the Ocean, Lighthouse Keeper, Tiddler

- *Shared Text Work*

The whole class sharing a text, either reading or writing, with the teacher as a 'model'.

- *Focused Word or Sentence Work*

The whole class learning focused word or sentence work.

- *Independent or Guided Text Work*

Small groups working independently on a reading or writing activity. The teacher and classroom assistant each working with a group on a guided reading or writing activity on a rotational basis throughout the day.

Non-fiction texts. Role play. Rhyme and alliteration. Guided writing and reading. Dictionary work. Humorous stories. Reading and writing 45 high frequency words. Revise Jolly phonics, develop blending. Punctuation – capital letters, full stops, finger spaces.

Mathematics



Counting, reading and writing numerals

- Saying number names in order, estimating, checking and recording numbers and forming them correctly.

Comparing and ordering numerals

- Using language such as more or less, greater or smaller to compare two numbers. Order a set of selected numbers and use ordinal numbers in different contexts.

Adding and Subtracting

- Relating addition to combining two groups of objects, relating subtraction to 'taking away' separating a given number of objects into two groups, selecting groups to make a given total and finding one more or one less than a number.

Shape, Space and Measures









- Comparing and ordering measures. Using language such as more or less, longer or shorter, heavier or lighter to compare two quantities. Beginning to understand and use the vocabulary of time and starting to read o'clock time and half past time. Naming solids and putting objects in order of size. Using mathematical language to describe solid and flat shapes – sides, corners, faces, how many.

Reasoning

- Make simple estimates and predictions, sort and match objects. Talk about, recognise and recreate simple patterns.

Money and real life problems

- Beginning to understand and use the vocabulary related to money. Sorting coins, using them in role-play, and counting activities.

<p>Understanding the World</p> 	<p>Computing</p> <ul style="list-style-type: none"> - continue to develop mouse/keyboard skills - to use programmes involving word processing skills, graphics and data handling - to develop our programming skills <p>Science::</p> <ul style="list-style-type: none"> - to become aware of animal/plant life cycles - to explore forces - to explore sound and how it can be directed or reduced - to look at reflective surfaces <p>Geography:</p> <ul style="list-style-type: none"> - to use simple maps - to appreciate different types of land use - to learn about the features of different locations - to look at habitats <p>History:</p> <ul style="list-style-type: none"> - to recognise old and new objects - to sequence events on a simple timeline <p>RE:</p> <ul style="list-style-type: none"> - to develop an awareness of the New Testament - to discuss bullying and consider practical strategies together - to examine the way people live in different families - to develop respect and caring for others and their possessions  
<p>Expressive Art and Design</p> 	<p>Music:</p> <ul style="list-style-type: none"> - to enjoy singing and music making. Playing instruments, sharing songs, and creating their own compositions. - to explore rhythms and beats <p>Art -</p> <ul style="list-style-type: none"> - Look at work of famous artists Wassily Kandinsky and Van Gogh - Make luggage labels, tickets and timetables in preparation for a Summer collage using a variety of materials - Discover that some materials come from natural sources but others are manufactured - Increase their own awareness of crafts and traditions in their own and other cultures
<p>Physical Development</p> 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - To use and become confident on the large apparatus and climbing frame. To begin to be able to send, strike and receive a variety of objects. To be able to throw at a target. To be aware of heart rate. To work in a group to create a sequence of dance movements. To develop game understanding by being given a task and instructions to follow. <p>Fine Motor Skills - Threading Buttons Pencil control Cutting skills Shoelaces Zips</p>
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> - Encourage confidence to try new activities and speak in familiar groups - Work as part of a class or group taking turns and sharing fairly - Consider the consequences of their actions - Be aware of how to stay safe - Dress and undress independently - Select activities independently - To take on responsibilities within the classroom. 
<p>Homework</p> 	<ul style="list-style-type: none"> - Reading books - Action words – read and spell - Revise letter sounds and letter names - Maths and Literacy challenges will be sent out when appropriate to children’s learning