

# Year R Summer Term Learning



**English:** We will be recapping the set 2 speed sounds, and using them for reading and spelling this term. We will be focussing on spelling and reading multisyllabic words by cutting the words into their syllables. We will be continuing our work on composing, holding and writing sentences and begin to write short narratives using time words such as First, Next, Finally. We will working on our fluency in reading, as well as simple comprehension skills. We will continue our learning of keywords for reading. If your child can read their list of keywords, have a go at spelling them too. Our weekly writing will be linked to some wonderful stories such as A Balloon for Grandad and On the Way Home.

**Maths:** Our work in maths will cover adding and subtracting using physical objects, as well as a numberline to count on or back. Children will be recapping pairs of numbers that make 6, 7, 8 and 9. We will also be learning number facts to 10, as well as doubles and halves. We will also be learning to count in steps of 2, 5 and 10 and identify odd and even numbers. Children will also be learning to recognise and write two digit numbers. We will be learning to tell the time (o'clock and half past) on an analogue clock, as well as naming and describing 3d shapes, using language such as face and edge. We will also be measuring objects using non standard units. Activities will be very practical to ensure children experience hands on learning and embed these skills and concepts

**Topic:** Our topics will be 'Journeys' and 'Growing up and Moving on'. We will be exploring features of our local environment and comparing these to other environments such as the countryside, as well as places further away. We will also be getting creative with our whole school 'Take One Picture' project linked to a piece of art in the National gallery. This will involve drama, poetry and art! As well as this, we have our whole school Dendrology Day where we will continue our exploration of trees! During term 6, we will be thinking about how we have changed since we were babies. We will be exploring different occupations and thinking about what we might like to be when we grow up! Our PSED sessions will cover themes such as friendships and change.

## Other information:

PE will take place on Monday and Thursday each week. Children will need to continue to wear their PE kit to school on Thursday and bring their full uniform in to change into after the session. On Monday, they will need to bring their PE kit to change into after lunch.

### What to bring to school

- Children will need to bring a bag to school everyday with their reading book, reading record and keywords.
- To ensure the children keep well hydrated throughout the day, please send them in with a bottle of water (not squash).
- The children will be spending a lot of time outside come rain or shine. Even if the weather looks warm, please send a coat as you never know when a shower will surprise us!
- Please ensure every item that comes to school has a name label.

## How can I help:

Reading with your child is of huge benefit. ***Little and often is the best way.*** Please record any reading done at home in your child's reading record and send this to school in their book bag everyday. Keywords will be sent home. These are high frequency words that need to be learnt by sight.

Useful websites:

- <http://www.ictgames.com/resources.html>
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- <https://www.phonicsplay.co.uk/Phase1Menu.htm>

# Year R Curriculum Map



## Literacy—Reading

Autumn: Learning set 1 sounds and reading CVC . Introduction to CCVC/ CVCC words. Introducing key words.

Spring: Learning set 2 sounds and reading CCVC, CVCC words. Beginning to read 5 letter words such as crisp. Reading simple sentences. Learning more key words. Looking at words that rhyme.

Summer: Reading multisyllabic words. Reading comprehension. Comfortable with set 1 and set 2 sounds.

### **Early Learning Goals**

**Comprehension**—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.

**Word Reading**—Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with

## Literacy—Writing

Autumn—Name writing, mark making, letter formation. Writing CVC words and an introduction to CCVC/CVCC words. Beginning to write labels, captions and lists.

Spring— Spelling CCVC, CVCC words and beginning to spell words with 5 sounds such as spend. Writing words with set 2 sounds. Simple sentence writing. Begin to spell simple key-words.

Summer—Writing a series of sentences to create a story. Comfortably using set 1 and 2 sounds in their writing. Spelling keywords.

### **Early Learning Goal**

Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

## Physical Development

Autumn: Fine motor pencil control. Moving confidently in different ways.

Spring: Independence in getting changed and self care. Using bats and balls.

Summer: Increased spatial awareness when using classroom and outside equipment. How do we keep healthy?

## Communication and Language

Autumn: Talking for a purpose about myself. Listening and responding to stories.

Spring: Telling familiar stories in our own words. Learning new and topic related vocabulary. Taking turns in conversation.

Summer: Innovation with familiar and new stories. Showing awareness of the listener.

## Understanding of the World—Past and Present

Autumn: Describing our family. The Story of Guy Fawkes.

Spring: Dinosaurs. How boats have changed over time.

Summer: How have I grown and changed. Occupations and aspirations

## Maths

Autumn: Counting and recognising numerals 1-10. Using and understanding the language of 'more' and 'fewer'. Finding one more/one less than a number to 10 (and then 20). Adding and subtracting with objects. Describing and naming 2D shapes. Subitising to 6.

Spring: Adding and subtracting with objects and recording using a number sentence. Finding pairs of numbers that make 6,7,8 and learning some number facts. Reading, writing and ordering teen numbers. Identifying odd and even numbers. Identifying coins up to 10p and beginning to add two coins. Naming and describing 3d shapes. Measuring length and weight.

Summer: Applying addition and subtraction in simple number sentences. Identifying pairs of numbers up to 10. Knowing some number facts including doubles and halves. Using mathematical language related to money. Counting in 2s and 10s. Language related to capacity.

### **Early Learning Goals**

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

## PSED

Autumn: Being Me. Celebrating Unity.

Spring: Dreams and Goals.

Summer: Relationships. Changing Me.

## Expressive Arts and Design

Autumn: Build a repertoire of dance and action songs. Pencil drawing and painting self portraits. Using clay to make an owl. Exploring instruments. Christmas singing.

Spring: Colour mixing. Using different media to create an image. Responding to music through dance.

Summer: Making models. Collage. Folk art. Keeping to a beat. Summer performance.

## Understanding of the World—The Natural World

Autumn: Getting to know our school environment. Our bodies and the senses.

Spring: Exploring materials. Fact finding about living things. Exploring habitats and features of living things. Learning about life cycles and Signs of spring. Dendrology (whole school project).

Summer: Identifying natural and manmade objects. Looking at signs of summer.

## Understanding of the World—People, Culture and Communities

Autumn: Harvest, Bonfire night, Diwali, Christmas. Understanding people have different beliefs and customs.

Spring: Chinese New Year, Shrove Tuesday, Easter.

Summer: Identify things on a simple map. Identifying features of the local environment and comparing it to another place.

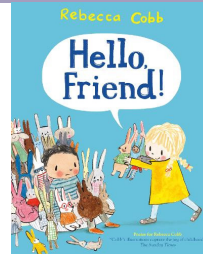
# Recommended Reads for Reception at Bishop Road



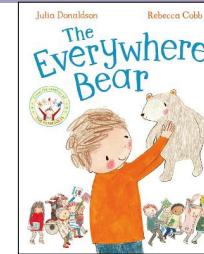
**Amazing**  
Steve Antony



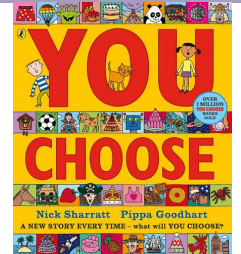
**I Like Bees, I Don't Like Honey**  
Sam Bishop



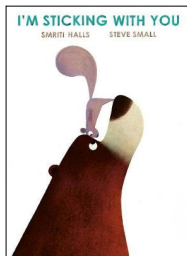
**Hello Friend!**  
Rebecca Cobb



**The Everywhere Bear**  
Julia Donaldson



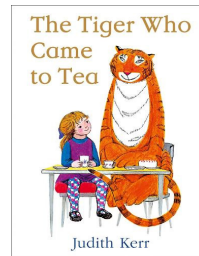
**You Choose**  
Pippa Goodhart



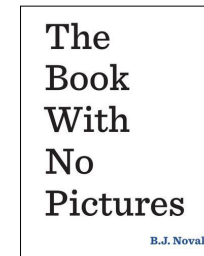
**I'm Sticking With You**  
Smriti Halls



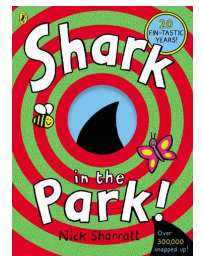
**Super Duper You**  
Sophy Henn



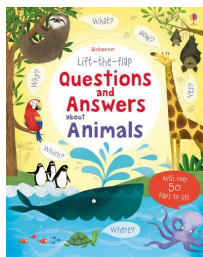
**The Tiger Who Came To Tea**  
Judith Kerr



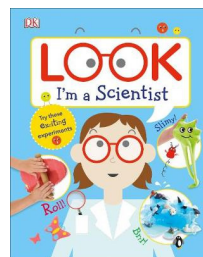
**The Book with No Pictures**  
B. J. Novak



**Shark in the Park**  
Nick Sharratt



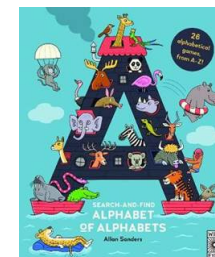
**Questions and Answers about Animals**  
Katie Davnes



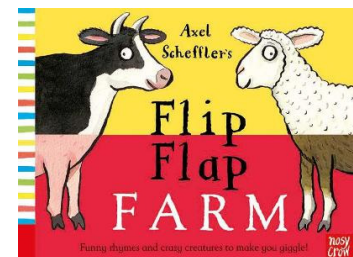
**Look I'm a Scientist**  
DK



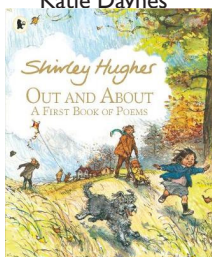
**Big Picture Book of London**  
Rob Lloyd Jones



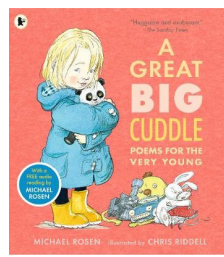
**Alphabet of Alphabets**  
Allan Sanders



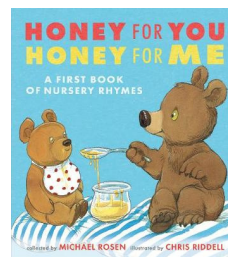
**Flip Flap Farm**  
Axel Scheffler



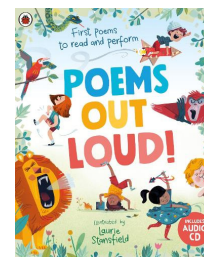
**Out and About**  
Shirley Hughes



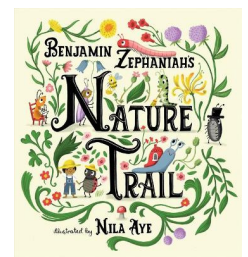
**A Great Big Cuddle**  
Michael Rosen



**Honey For You, Honey For Me**  
Michael Rosen



**Poems Out Loud!**  
Various Poets



**Nature Trail**  
Benjamin Zephaniah