

Ideas to discuss-UW &

STEAM



document, record, observe,  
explore through:

science, technology, engineer-  
ing, art and maths



Key words to learn-Maths

more than / fewer than / less than / equal to



—how can we describe these  
Numbers when they are... far  
near and next to?

Key skills to have-PSED



How does it make me feel?  
How does my friend feel?  
How can I resolve the problem?

What do I enjoy?  
What am I good at?  
What can I improve? How will I do it?



Reception

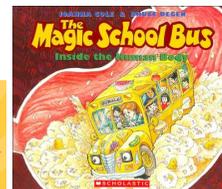
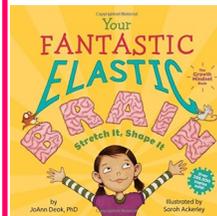
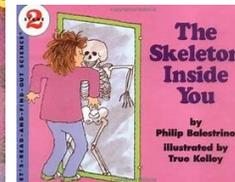
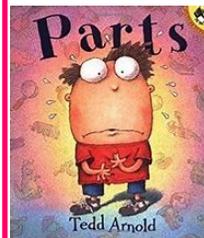
Learning Planner

Summer 1

Our Bodies



Stories to read-CL/Literacy



Things to do-EAD/PD

“I can go around, under  
and through  
balancing and climbing  
equipment.”



“I can control an object  
by pushing, patting,  
throwing, catching and  
kicking it.”

Maths to apply-Maths

We have thought about numbers to 10 and the ‘stopping  
number’ - we now think about larger numbers and a wider  
range of objects to share this thinking.



We use 10 frames lots to explain  
doubles, halves and  
number bonds.



We think about the composition of numbers to 5 (and then  
move on to 10!)

How can we make up different parts to the whole of a  
number? (4+1=5 and 3+2=5)



Little Wandle Phonics

We continue to practise reading words  
containing the digraphs and trigraphs we  
have learnt



We read longer words,  
and compound words, as  
well as words ending in:

ed, ing, t, id, ed and est

We learn the new tricky words:

**said, so have, like, some, come, love, do,  
were, here, little, says, there, where, what,  
one, out, today**

He can run.

### Understanding the World

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

### Communication and Language

Use new vocabulary in different contexts.

Learn rhymes, poems and songs and listen carefully to rhymes and songs, paying attention to how they sound.

**In Summer 1, the Reception children will have the opportunity to explore these concepts...**

### Maths

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

We think about the purpose of counting – to find out ‘how many’ objects there are

We develop subitising skills (seeing the quantity without counting) in increasingly complex arrangements and consolidate our understanding of the composition of 5 and then 10.

They will also deepen their understanding of a ‘whole’ being made up of smaller parts .

### Literacy

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

### Personal, Social and Emotional Development

Think about the perspectives of others.

Manage their own needs.

Show resilience and perseverance in the face of challenge.

### Expressive Art and Design

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

### Physical Development

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

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

Know and talk about the different factors that support their overall health and wellbeing: - regular physical

activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.