

## Hedgehog Class - Learning Overview - Summer Term

*All planned learning is subject to change according to children's interests/progress*

April-May (1 <sup>st</sup> Half Term)	June-July (2 <sup>nd</sup> Half Term)
<b>Weekly Themes</b>	<b>Weekly Themes</b>
Spring into Life! Seasons / Weather Plants Life-Cycles: Frogs, Birds & Butterflies Minibeasts	Watery Worlds Pond and River Life Beside the Seaside Sea Life Pirates
<b>Focus Books</b>	<b>Focus Books</b>
Hello Spring The Very Hungry Caterpillar The Bad Tempered Ladybird Tadpole's Promise	A River What the Ladybird Heard at the Seaside Tiddler Shark Lady

*Statements in italics are Early Learning Goals – the learning targets set for the end of Reception Year*

Communication & Language	
<i>Make comments about what is heard; ask questions to clarify understanding.</i> <i>Share stories with increased knowledge of story language/vocabulary</i> <i>Make up their own stories</i> <i>Offer explanations for why things might happen, make use of recently introduced vocabulary from stories/non-fiction/rhymes/poems</i>	<i>Listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class or small group interactions</i> <i>Hold conversations when engaged in talk with adults and peers</i> <i>Express ideas and feelings about experiences</i> <i>Use full sentences: use past/present/future tenses, conjunctions with some modelling from adults</i>

Personal & Social Development	
<i>Give focussed attention to adults, respond and follow instructions</i> <i>Know and explain reasons for rules, try to behave accordingly</i> <i>Manage own basic hygiene/needs, understand importance of healthy food choices</i> <i>Understand personal safety including safe relationships/touch and road/cycle/playground safety</i> <i>Work and play co-operatively with peers; taking turns and sharing equipment with others independently</i>	<i>Identify own and others feelings, show sensitivity to this and regulate behaviour accordingly</i> <i>Set/work towards simple goals, wait for turn/time, control impulses when appropriate</i> <i>Understand personal safety including sun and water safety</i> <i>Be confident to try new experiences; show independence, resilience and perseverance in the face of challenge</i> <i>Form positive attachments to adults or friendships with peers</i> <i>includes Transition to Year 1</i>

## Physical Development

(including PE led by Sport4All Coaches covering Gross Motor Skills)

<p>Fine motor activities to develop skills including:</p> <p><i>Use one hand consistently for fine motor skills</i></p> <p><i>Have a secure and flexible pencil grip, form letters correctly.</i></p> <p>Handle tools and objects with increasing control.</p> <p>Cut along a straight line, then curves using scissors.</p> <p>Show care and accuracy when tracing lines, drawing and colouring</p>	<p><i>Select appropriate resources for a task; use them safely and effectively</i></p> <p><i>Hold/use cutlery, art/craft tools appropriately for a task</i></p> <p>Manage footwear and clothing including fastenings independently</p> <p><i>Negotiate space and obstacles when moving</i></p> <p><i>Demonstrate strength, balance and co-ordination when playing</i></p> <p><i>Move energetically eg run, jump, dance, hop, skip, climb</i></p>
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## Literacy

### Reading

<p><i>Show understanding of what is read to them in discussion and...</i></p> <p><i>Retell stories using actions and story language</i></p> <p>Distinguish between upper and lower case letters.</p> <p><i>Say a sound for each letter of the alphabet and for at least 10 digraphs</i></p> <p><i>Read words blending these words and 15 tricky words</i></p>	<p><i>Respond to what has been read with relevant comments/questions</i></p> <p><i>Anticipate key events in stories</i></p> <p><i>Use and understand new vocabulary from stories/non-fiction/rhymes/poetry</i></p> <p><i>Read aloud simple sentences consistent with phonic knowledge including some common exception words (tricky words); developing fluency</i></p>
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### Writing

<p>Independent use of tricky words and known sounds to write phrases/sentences</p> <p>Begin to use capital letter, full stops and finger spaces more consistently</p> <p>Write non-fiction texts (instructions, lists, labels) as well as stories</p> <p>Respond to rhymes and poems inc saying/writing alternative versions</p>	<p><i>Write simple phrases / sentences using sounds in words that can be read by self and others, inc known tricky words and simple punctuation</i></p> <p><i>Write using recognisable letters, most of which are correctly formed</i></p> <p><i>Write a simple story with beginning/middle/end</i></p>
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## Maths

<p><i>Understand Numbers to 10 inc ways each number is made / identify greater than / less than / equal to other numbers</i></p> <p><i>Subitise – recognise quantities without counting – up to 5</i></p> <p>Building Numbers to 10</p> <p>Adding more and taking away</p> <p>Manipulate, compose and decompose shapes</p>	<p><i>Recall of number bonds to 5 (inc subtraction ) and some to 10 inc. doubles</i></p> <p><i>Verbally count to 20 and beyond, recognise pattern of counting system</i></p> <p><i>Explore/represent patterns with numbers to 10 inc odd/even, doubles, sharing or grouping amounts</i></p> <p>Sharing and Grouping</p> <p>Create own patterns</p> <p>Mapping Skills / Directions</p> <p>Making Connections</p>
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## Understanding the World

### Natural World (Science & Physical Geography links)

Explore natural world; make observations/drawings of animals & plants  
Understand important processes/changes in natural world inc seasons  
Describe local environment inc use of observations/non-fiction text/maps

Seasonal changes  
Growing Plants  
Life-cycles of Animals  
Changes over Time (our school and village past and present)

Know some similarities and differences between life in own country and other countries through stories, non-fiction texts/pictures and maps

Floating and Sinking  
Changing States of Matter - Water  
Water Habitats – local and global  
Changes over Time (family holidays)

### Communities / Past and Present (History & RE links)

Talk about lives of people around them and their roles in society  
Know some similarities/differences between different religious/cultural communities (from experiences and learning in class)

Stories and Fables from Around the World  
Job/ Roles in the Community

Know some similarities and differences between past and now through stories, non-fiction texts/pictures and observations

Local area walk to see local landmarks  
Special Places inc Places of Worship  
Care of our World / Looking after animals

### Expressive Arts & Design (Art, Design, Music, Dance & Drama links)

Safely use and explore a range of materials, tools and techniques; experiment with colour, design, texture from and function  
Share their creations, explaining the process used  
Make use of props and materials when role playing characters in narratives and role play  
Invent, adapt and recount narratives and stories  
Sing and perform a range of songs, rhymes, poems and stories with others - Try to move in time to music when appropriate

Create own life cycle pictures and/or models  
Observational drawings of plants  
Minibeast models / puppets  
Colour mixing  
May Fayre Traditional Dances

Making boat models – small and large scale  
River and sea paintings / collage  
Sea creature sculpture  
Themed songs, poems and dances  
Pirate role play