

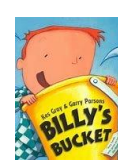
What are we learning?



Isn't It Amazing?

Key Themes and Books

Exploring space, Under the sea linked to sustainability – including a trip to Widemouth Beach, Seasonal changes – Summer. (May change with children's interests)



We will learn about aspects of space including the solar system and meteor showers. We will also learn about life under the sea and the impact of pollution on marine life. We will explore how we can help look after the seas and create our own posters to inform others.

We will continue our weekly Wild Tribe sessions and learn how to create a fire and what they need to burn.

Key Vocabulary Words I will learn

Definition

Astronaut	A person who is trained to travel in a space craft.
Astronomer	An expert in or student of astronomy.
Meteor	A small body of matter from outer space that enters the earth's atmosphere.
Solar System	The collection of eight planets and their moons in orbit round the sun.
Pollution	Harmful substances in our environment.
Recycling	The action or process of converting waste into reusable material.

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.



Year F Summer Term 2 2025

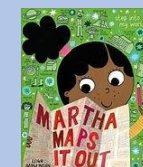


Transition to Year 1

Maths

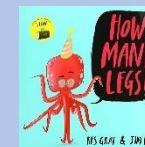
Visualise, build and map

Identify units of repeating patterns
Create own pattern rules
Explore own pattern rules
Replicate and build scenes and constructions
Visualise from different positions
Describe positions
Give instructions to build
Explore mapping
Represent maps with models
Create own maps from familiar places
Create own maps and plans from story situations



Make connections

Deepen understanding
Patterns and relationships



Consolidation

Consolidate previous learning based on observations and assessment.

Windmill Hill Academy – Reception Overview – Summer 2

<p><u>Social skills:</u> Form positive attachments to adults and friendships with peers. <i>Show sensitivity to their own and to others' needs.</i></p> <p><u>Revisit/ ongoing throughout the year</u> 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.</p>		
<p style="text-align: center;">Communication and Language</p> <p><u>Listening:</u> 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.</p> <p><u>Respond:</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Understanding:</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> 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.</p> <p><u>Revisit/ ongoing throughout the year</u> Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>		<p style="text-align: center;">Understanding The World</p> <p><u>Chronology:</u> 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.</p> <p><u>Enquiry</u> 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.</p> <p><u>Respect</u> 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.</p> <p><u>Mapping:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>Revisit/ ongoing throughout the year</u> <u>Communication:</u> 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.</p> <p><u>Observation:</u> 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.</p>

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:

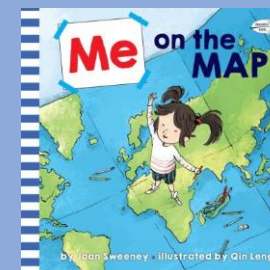
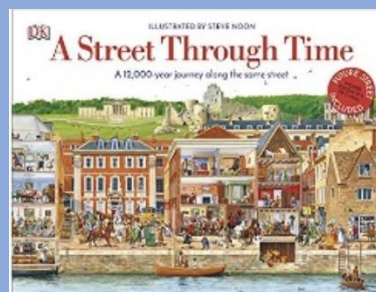
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Fine Motor Skills:

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

Revisit/ ongoing throughout the year

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.



Literacy

Emergent writing:

Write recognisable letters, most of which are correctly formed.

Composition:

Write simple phrases and sentences that can be read by others.

Spelling:

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Handwriting:

Form letters correctly.

Writing in response to a text:

Space themed fact files.

Instructions – how to catch a star.

Writing to inform – recycling.

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.



Expressive Art and Design

Creating with materials

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

Being Imaginative

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.

Malleable Materials: pottery/sculpture

Focus Artist - Barbara Hepworth (sculpture)

Access Art Unit: Clay Play



<p><u>WORD READING</u> Read words consistent with their phonic knowledge by sound-blending. <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p> <p><u>Phonics - Phase 3 and 4</u> 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 letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><u>Revisit/ ongoing throughout the year</u> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge</p>	<p><u>Revisit/ ongoing throughout the year</u> 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> <div data-bbox="880 604 1198 638"> <p><u>Ways to support at home</u></p> </div> <div data-bbox="199 639 1798 853"> <ul style="list-style-type: none"> • Read and share stories every day (Please record each read in your reading record to earn extra dojos). • Practice saying and writing your sounds especially your phase 3 digraphs and trigraphs and your tricky/high frequency words. • 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. • Find out about sea life-what will you learn that you didn't know already? • Can you think of any questions you might have about moving into Year 1? Can you talk about them with a grown up at home? </div> <div data-bbox="1926 608 2007 684">  </div> <div data-bbox="1823 711 2016 912"> <p>Share any home learning with us on dojo for bonus dojo points.</p> </div> </div>	