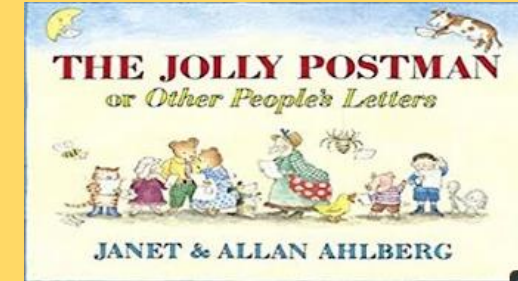
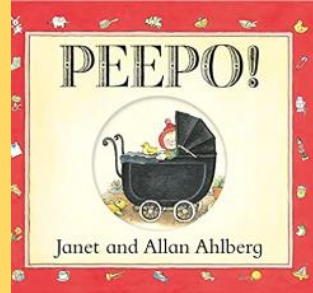
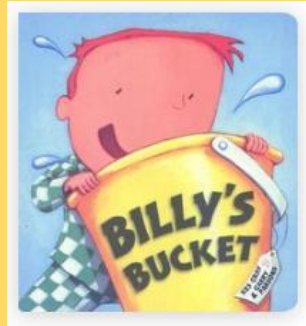


Reception Knowledge Organiser: Summer 2: Oh, I do like to be beside the seaside!

Key Books
this
term:



We will introduce our seaside theme by sharing this book with the children and discussing what we might see at the beach.

We will read this story before our trip to BCLM to deepen children's understanding of life in the past.

This story will be used to support World Ocean Day and children's understanding of the importance of looking after our world.

This story will be used to introduce letter writing to children and support them when writing letters to their new class teacher.

Possible home experiences: discuss with your child what they would like to fill their bucket with if they were visiting the seaside.

Possible home experiences: speak to a grandparent/great grandparent about what school was like for them.

Possible home experiences: set up a recycling station at home or donate old unwanted items to charity.

Possible home experiences: write a letter to a friend or family member who lives far away. Take a walk to post your letter in the post box.

How can you support your child at home?

As children come to the end of their first year at school, they will start thinking about moving up into Year 1. This can result in children having questions about what their day will look like. Discuss with your child any fears or concerns they have and help prepare them for the move. Staff will support children in school by; inviting your child's new teacher in to deliver story time in Reception, writing letters to their new teacher and showing them around their new classrooms.

End of year assessment

During the last half term, staff will assess children against the Early Learning Goals. Teachers will use their knowledge of your child, work produced throughout the year and assessment records to make a judgement of 'emerging' or 'expected'. This information will be shared with Year 1 staff to support transition and parents/carers as part of the end of year report. For children to be seen as making a 'good level of development', they need to attain an expected judgement in the following;

- **Physical Development**
- **Communication and Language**
- **Personal, Social Emotional Development**
 - **Literacy**
 - **Mathematics**

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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, non-fiction texts and (when appropriate) maps.

The Natural World

- 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.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts 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 and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

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.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

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 their phonic knowledge, including some common exception words.

Writing

- 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.

Expressive Arts and Design:

Children will take part in the final Art Week of the year. The theme is 'Kings And Queens/All Things Royal'. We will be working on children's weaving skills to create a large scale piece to be used as part of our display.



In Design Technology, children will be designing and making their own boats. Boats will then be tested out during our beach day event.

Understanding the World

To prepare children for our trip to Black Country Living Museum, we will be exploring what life was like in the past. Children will find out what homes, schools and games were like in the past and compare them to modern day life.



PSED:

Our Jigsaw topic this half term covers;
Changing Me
Coping Positively With Change



Physical Development: Gross and Fine Motor Skills

Fine motor at home:

We are working on developing children's presentation skills when writing. Please encourage your child to sit letters on the line, form letters correctly and use finger spaces.



Weekly PE lesson – Sports Day prep

- Explore different methods of travel
- Understand the concept of balance and apply it to movement/using apparatus
- Combine movements using different body parts
- Recognise and manipulate sports equipment

Key Dates for your Diary

- 30.06 Trip to Black Country Living Museum
- 01.07- Summer Fete
- 05.07- EYFS Sports Day
- 11.07- RC to Pizza Express
- 18.07- RV to Pizza Express
- 19.07- Reward Beach Day
- 21.07 Last day of term