

## Communication & Language

- To listen attentively in a range of situations.
- To listen to stories accurately anticipating key events.
- To respond to what they hear with relevant comments, questions or actions.
- To give attention to what others say and respond appropriately while engaged in another activity.
- To follow instructions involving several ideas or actions in a sequence.
- To answer 'how' and 'why' questions about their experiences and in response to stories or events.
- To express themselves effectively showing an awareness of the listeners needs.
- To use past present and future forms accurately.

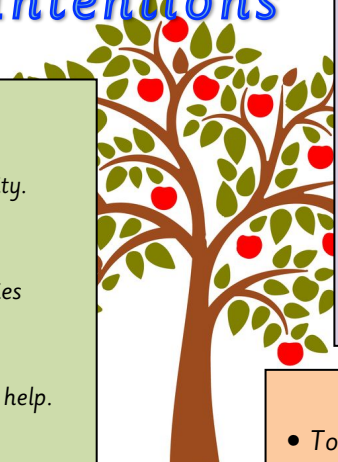
## Physical Development

- To show good control in large and small movements.
- To move confidently in a range of ways.
- To safely negotiate space.
- To handle equipment and tools effectively and safely.
- To begin to write on lines and control letter size.
- To talk about ways of keeping healthy and safe.
- To manage basic hygiene and personal needs successfully, including fastening buttons.
- To make healthy choices.

## Personal, Social & Emotional Development

- To play cooperatively taking turns with others.
- To take account of one another's ideas about how to organise an activity.
- To show sensitivity to others needs and feelings.
- To form positive relationships with adults and other children.
- To be confident to try new activities and say why they like some activities more than others.
- To be confident to talk in a familiar group.
- To talk about their ideas and be able to choose the resources they need help.
- To say when they do or don't need help.
- To talk about how they and others show feelings.
- To talk about their own and others behaviour and its consequences.
- To know that some behaviour is unacceptable.
- To work as part of a group or class and understand the rules.

# Reception Summer Term Learning Intentions



## Literacy

- To read and understand simple sentences.
- To use phonic knowledge to decode regular words and read them aloud accurately.
- To read High Frequency Words by sight
- To read some common irregular High Frequency Words.
- To demonstrate understanding when talking about what they have read.
- To use phonic knowledge to write words in ways that match their spoken sounds.
- To write some common irregular High Frequency Words.
- To write simple sentences that can be read by themselves and others.
- To spell some words correctly and others phonetically plausibly.

## Mathematical Development

- To count reliably and order numbers from 1 -20.
- To say which number is one more / one from 1- 20.
- To use quantities and objects to add and subtract 2 single digits.
- To count on or back to find the answer.
- To solve problems including doubling, halving and sharing.
- To use everyday language to talk about and compare size, weight, capacity, time and money.
- To recognise, create and describe patterns.
- To use mathematical language to describe objects and shapes.

## Knowledge & Understanding of the World

- To talk about past and present events in their own and others lives.
- To know that other children don't always enjoy the same things and be sensitive to this.
- To know about similarities and differences between themselves and others and among families communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things.
- To talk about features of the immediate environment and how environments might vary.
- To make observations of animals and plants and explain why some changes occur.
- To recognise that a range of technology is used at home and school.
- To select and use technology for different purposes.

## Creative Development

- To sing songs, dance and make music, experimenting with ways of changing them.
- To use and explore a range of materials, tools and techniques.
- To experiment with colour, design, texture, form, and function.
- To use what they have learnt about media and materials in original ways.
- To represent own ideas through D&T, art, music, dance, role play and stories.