

## Reception Summer Term 2 – Castles

### Communication and Language

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.  
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

#### **Stories**

- Castle information books
- King Charles III
- There was an old dragon who swallowed a knight
- The Prince and the Pee
- The sandcastle that Lola built
- The Sandcastle
- The Kiss that Missed
- Puff the magic dragon
- The Tough Princess
- There is no dragon in this story
- The night dragon
- The knight who said “no!”
- The castle the king built
- Tell me a dragon
- George and the Dragon

#### **Poems**

- Monkey Babies
- Thunderstorm
- Five Little Owls
- If I were so very small
- Under a stone

### Personal, Social and Emotional Development

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Be confident to try new activities/show independence, resilience and perseverance in the face of challenge.

Work and play cooperatively and take turns with others.

**Value** – Appreciation      **Trick Box** – Free Flow

What does appreciation mean?

How can we show appreciation to others and why is it important?

- Building Relationships: My family and friends
- What is exercise?
- Yoga and relaxation
- Looking after ourselves
- Being a safe pedestrian
- Eating healthily
- A rainbow of food

### Physical Development

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.

#### **Games**

- To aim when throwing and practice keeping score
- To follow instructions and move safely when playing tag games
- To learn to play against a partner
- To develop coordination and play by the rules
- To explore striking a ball and keeping score
- To work cooperatively as a team

### Physical Development – 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.

## Phonics

Revise all of phase 2 and 3 phonemes and harder to read and write words

Phase 4 phonics – Reading and writing CVCC, CCVC, CCVCC, CCCVC, CCCVCC words

Learning about the suffixes – -ed, -ed (making t sound), -ed (making d sound), -er, -est

## Literacy

### **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.

### **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

### **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.

## Mathematics

### **Sharing and grouping**

Exploring sharing

Sharing

Exploring grouping

Grouping

Even and odd sharing

Playing with and building doubles

### **Visualise, build and map**

Identify units of repeating patterns

Create own pattern rules

Exploring own pattern balls

Replicate and build scenes and constructions

Visualise from different positions

Describe positions

Give instructions to build

Explore mapping

### **Make connections**

Deepen

understanding

Patterns and  
relationships

**Daily Mastering Number** – counting, subitizing, 1 more 1 less, number bonds, etc.

## Understanding the World

### **Science**

#### **Materials**

- What are materials? – Properties of materials – wood – metal – fabric – plastic

#### **Seasons**

Summer – What happens in summer? – Compare summer to the other seasons

### **RE**

#### **What makes our world wonderful?**

- Spend time in your outside setting hunting for wildlife: what did you find? What was beautiful? What did it make you wonder? - Go on bug hunts and use magnifying glasses to look at natural things in great detail. Draw these things and marvel at the intricacies. - Go on bug hunts and use magnifying glasses to look at natural things in great detail. Draw these things and marvel at the intricacies.

### **History/Geography**

#### **Castles**

- Looking at different castles from around the world – the life of Queen Elizabeth II and King Charles III

## Expressive Arts and Design

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### **DT**

Hobby horses

#### **Textiles: Bookmarks**

- Exploring threading and weaving
- Paper weaving
- Sewing with hessian
- Designing bookmarks
- Creating bookmarks
- Evaluating bookmarks

### **Art**

- Activities linked to castles
- Father's Day cards/presents

### **Music**

#### **Big Band**

- What makes a musical instrument?
- Introduction to orchestra
- Follow the beat
- Tuned and untuned instruments
- Big band performance