

### **Continent: Europe**

*Are all places the same?*

*How can places be different?*

*What different foods do people enjoy?*

Which foods are often eaten in other countries?

### **Communication and Language**

WALT listen attentively and respond to what we hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

WALT make comments about what we have heard and ask questions to clarify our understanding.

WALT hold conversation when engaged in back-and-forth exchanges with our teacher and peers.

WALT participate in small group, class and one-to-one discussions, offering our own ideas, using recently introduced vocabulary.

WALT offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.

WALT express our ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from our teacher.

### **Literacy**

WALT demonstrate understanding of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary.

WALT Anticipate (where appropriate) key events in stories.

WALT use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

WALT say a sound for each letter in the alphabet and at least 10 digraphs.

WALT read words consistent with our phonic knowledge by sound-blending.

WALT read aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.

WALT write recognisable letters, most of which are correctly formed.

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

WALT write simple phrases and sentences that can be read by others.

### **Personal, Social and Emotional Development**

WALT show an understanding of our own feelings and those of others and begin to regulate our behaviour accordingly.

WALT set and work towards simple goals, being able to wait for what we want and control our immediate impulses when appropriate.

WALT 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.

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

WALT explain the reasons for rules, know right from wrong and try to behave accordingly.

WALT manage our own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

WALT work and play cooperatively and take turns with others.

WALT form positive attachments to adults and friendships with peers.

WALT show sensitivity to our own and to others' needs.

## **SUMMER TERM 2**

### **Activities**

### **Life on a Plate**

### **Reception**

### **Expressive Art and Design**

WALT safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

WALT share our creations, explaining the process we have used.

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

WALT invent, adapt and recount narratives and stories with peers and our teacher.

WALT sing a range of well-known nursery rhymes and songs.

WALT perform songs, rhymes, poems and stories with music.

### **Understanding of the World**

WALT describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

WALT 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.

WALT explore the natural world around us, making observations and drawing pictures of animals and plants. WALT know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what has been read in class.

WALT understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.

### **Mathematics**

WALT have a deep understanding of number to 10, including the composition of each number.

WALT subitise (recognise quantities without counting) up to 5.

WALT automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

WALT verbally count beyond 20, recognising the pattern of the counting system.

WALT compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

WALT explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### **Physical Development**

WALT negotiate space and obstacles safely, with consideration for ourselves and others.

WALT demonstrate strength, balance and coordination when playing.

WALT move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**Fine Motor Skills**

WALT hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

WALT use a range of small tools, including scissors, paintbrushes and cutlery.

WALT begin to show accuracy and care when drawing.