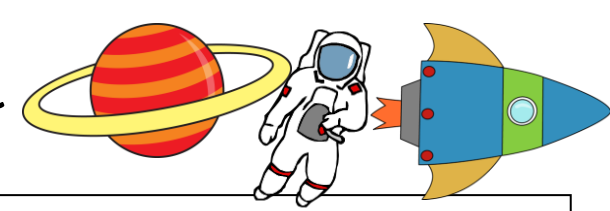


From Broadstone to Beyond



Rational

On reaching the final term of Reception, we want the children to reflect on their learning and consider the endless possibilities that their journey holds for them. They have explored their uniqueness through the 'Here', their origins through the 'Near' and now they will look to discover their place in the world through the 'Far'. We believe it is important for children to see beyond their front door, to vicariously experience the world around them, to see similarities and differences in people, traditions, and beliefs, but to know that it is these differences that give us the greatest scope to learn. They teach us new ways of viewing the world and empower us to grow as empathetic and open-minded individuals. Through discovering more of the world around them and the limitless places they can go, we hope to inspire our future generations to aim high, to dream goals beyond our wildest ones and to make a difference, in whatever they choose to do.

We've previously explored parts of our world and compared them to where we live, noticing the many similarities and differences. We will now develop the children's curiosity further by adventuring beyond our planet, into the great depths of Space. All year, we have developed the children's understanding of themselves and their location, fostering an awareness and appreciation of the greatness that surrounds them and the need to preserve it. We will continue to develop their awe and wonder of our planet and think about our role in looking after it.

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
<p>Knowledge</p> <ul style="list-style-type: none"> *All phase 2 graphemes *Most phase 3 graphemes *Principles of careful counting *Understanding of numbers to 10 and their composition *Doubles up to 10 *Odds and evens up to 10 *Counting beyond 10, exploring the pattern of numbers *Subitising on a 10 frame *Language of measure - capacity *Sorting numbers into odds and evens *Composition of numbers as 5 and a bit *Blending and segmenting CVC and CVCC words <p>Interests</p> <ul style="list-style-type: none"> *Stories *Music – glockenspiels *Colouring and mark making *Role playing – hospitals, hairdressers, vets <p>Experiences</p> <ul style="list-style-type: none"> *Met Creature Teachers *Explored the woods *Explored Google Earth 	<p><u>What experiences do our learners come to school with?</u></p> <ul style="list-style-type: none"> *Our children have a secure knowledge of where they live and an awareness of what makes it special *They have been introduced to the fact that there is land and sea *The children have experienced day and night and observed the changes in what they can see *Many children have visited science museums with their families *Children visited a planetarium as part of their dinosaur learning which took them into space to observe the meteor showers *Our learners are naturally curious and full of questions about the wider world *Many of our learners have shown an interest in space, choosing to create rockets and space crafts in the Creative Area <p><u>What will we do to broaden their cultural capital?</u></p> <ul style="list-style-type: none"> *Space themed fascination box in the role play *Explore Google Earth on the tablets and interactive board *Share high quality texts that explore our world 	<ul style="list-style-type: none"> *Continue to recognise phase 3 digraphs in words *Blend phase 4 CVCC and CCVC words *Blend red books with increased fluency, begin to attempt yellow books *Recognise phase 3 and 4 tricky words in isolation and in sentences *Make accurate phonetic attempts at words *Write simple sentences, beginning to use finger spaces and simple punctuation *Form most letters accurately *Know number bonds to 5/10 *Engage in activities for an extended period of time

Enquiry Question
Where can I go?

Sparkly Starter
Mysterious
Delivery

Fab Finish
From Reception to
Beyond

Communication and Language	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*The difference between fiction and non-fiction books.</p> <p>*To engage in non-fiction books</p> <p>*Features of a non-fiction book</p> <p>*Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>*New vocabulary and use it in context.</p> <p>*Key story language sentence starters eg. once upon a time, unfortunately, fortunately, the end</p> <p>*Rhymes, poems and songs</p>	<p>*Ask questions to clarify understanding</p> <p>*Describe events in some detail.</p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>*Offer explanations</p> <p>*Ask questions to find out more and to check I understand what has been said.</p> <p>*Articulate my ideas and thoughts in well-formed sentences.</p> <p>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

Personal, Social & Emotional Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*Their own feelings and strategies on how to regulate themselves</p> <p>*Understanding of the reasons behind rules and know right from wrong</p> <p>*Understand the importance of healthy food choices</p>	<p>*Manage their own basic hygiene and personal needs</p> <p>*Regulate their behaviours</p> <p>*Work towards goals, waiting for what they want</p> <p>*Engage in two channelled attention</p> <p>*Try new activities</p> <p>*Work and play co-operatively, taking turns without support</p> <p>*Form positive attachments to adults and peers</p> <p>*Show sensitivity to their own needs</p>

Physical Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<p>*The steps to be able to skip and hop</p> <p>*Over arm throwing technique</p> <p>*Dance terminology – speed, style, movement</p>	<p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>*Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>*Negotiate space and obstacles safely, with considerations for themselves and others</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>*Show accuracy and care when drawing</p> <p>*Begin to form letters correctly and consistently</p> <p>OUTDOOR PE FOCUS: GAMES</p> <p>ATHLETICS</p> <p><i>Running, Jumping, Throwing</i></p> <p>*Move energetically, such as running, jumping, skipping and hopping</p> <p>*Run in different ways</p> <p>*Jump in a range of ways</p> <p>*Throw at a target</p> <p>INDOOR PE FOCUS:</p> <p>DANCE</p> <p><i>Compose and Perform</i></p> <p>*Join a range of movements together</p> <p>*Change speed and style of movements</p> <p>*Create a short movement phrase</p>

Phonics

Graphemes

Children will continue to consolidate their phonic knowledge of phase 2 - 4 letters and sounds to ensure that this is embedded ready for Year One.

Week 1	ee igh oa oo
Week 2	oo ar or ur
Week 3	ow oi ear air
Week 4	ure er

The children will be exposed to the beginning Phase 5 alternate graphemes for reading.

Week 5	ay ou ie ea
Week 6	oy ir ue aw
Week 7	wh ph ew oe
Week 8	au, a-e

Tricky Words	High Frequency Words
our, become, full, school, asks, by, house, here	Children will consolidate their knowledge of high frequency words that have been taught previously, learning to confidently recognise them in sentences they read.

Literacy

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<ul style="list-style-type: none"> *A sentence needs a capital letter, finger spaces, full stops *Understand sentence structure *Read phase 4 tricky words 	<ul style="list-style-type: none"> *Blend sounds in CVCC, CCVC, CCVCC words *Read simple sentences with increased fluency and understanding *Re-read texts to build up confidence in word reading, fluency and understanding and enjoyment *Write CVCC, CCVC, CCVCC words *Write phase 4 tricky word *Write simple sentences that can be read by themselves and others *Start to introduce features that make writing more engaging and cohesive for the reader eg. use adjectives, story language, connective 'and' *Edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop. *Form lower-case and capital letters correctly.

Topic Vocabulary

Anchor words (key vocabulary for the topic)	Goldilocks Words (not too easy and not too hard, just right)	Step On Words (more challenging and specific vocabulary)
Countries Land Sea Sun Moon	Planet Special Astronaut Settlement	Solar System Forces Gravity Environment Orbit Goldilocks Zone

Quality Texts
 'The Way Back Home'
 'Neil Armstrong and The Moon Landings - Why do we remember?'
 'Stella to Earth'
 'Whatever Next'
 'Here We Are'
 'The Messy Magpie'
 'Somebody Swallowed Stanley'

Key Nursery Rhymes and Songs
Summer 1
Ten in the bed Farmer in the den Ten green bottles Little Bunnies Pupil's Choice

Mathematics

Summer 2	Number Theme	Shape, Space, Measure, Pattern Theme
Week 1 REVIEW AND ASSESS	Comparison <ul style="list-style-type: none"> Comparing groups of objects that are of different sizes/colours/attributes <i>Developing a sense of magnitude eg knowing that 8 is a lot more than 2. But that 4 is only a little bit more than 2</i>	Measure - Capacity <ul style="list-style-type: none"> Comparing indirectly – ordering by capacity Recognise the relationship between the size and number of units
Week 2 REVIEW AND ASSESS	Pattern in Number <ul style="list-style-type: none"> Investigating 'parts' and 'wholes'. Exploring the composition of numbers to 10 Investigating the equivalence, doubles and making odd and even numbers 	Space <ul style="list-style-type: none"> Experiencing different viewpoints Developing spatial vocabulary – position, direction and viewpoint
Week 3	Deep Understanding of Numbers to 10 <ul style="list-style-type: none"> Continuing to practically explore the composition of numbers to 10 	Revisit Pattern <ul style="list-style-type: none"> Continuing and creating AB/ABC/ABB/ABBA patterns
REVIEW AND ASSESS	<ul style="list-style-type: none"> Investigating 5 as a key 'anchor' in our number system Beginning to generalise about 1 more/1 less within 10 	
Week 4 REVIEW AND ASSESS	Recall of Number Facts <ul style="list-style-type: none"> Learning the 'numbers within' 3, 4, 5 and 10 Knowing double facts up to 5 and 5 make 10 Investigating whole amounts and hidden quantities within 5 	Revisit 2D Shape <ul style="list-style-type: none"> Names and properties
Week 5 REVIEW AND ASSESS	Developing awareness of numbers beyond 10 <ul style="list-style-type: none"> Counting past 10 Recognising numbers to 20 	Revisit 3D Shape <ul style="list-style-type: none"> Names and properties
Week 6 REVIEW AND ASSESS	Composition beyond 10 <ul style="list-style-type: none"> Building numbers beyond 10 – spotting pattern eg. $12 = 10 + 2$ $11 = 10 + 1$ 	Revisit Time <ul style="list-style-type: none"> Sequence times of the day O'clock
Week 7 REVIEW AND ASSESS	Composition beyond 10 <i>Building numbers beyond 10 – spotting pattern eg. $12 = 10 + 2$ $11 = 10 + 1$</i>	Revisit Length and Height <ul style="list-style-type: none"> Attribute language, comparative language, non-standard units,
Week 8 REVIEW AND ASSESS	Content to be determined by ongoing assessments	Revisit Mass <ul style="list-style-type: none"> Attribute language, comparative language, non-standard units,

Understanding the World

We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*We live on Planet Earth *Earth is made up of land and sea *Earth is in the Goldilocks Zone – making it perfect to live on. It is the right temperature to allow water to be a liquid and ultimately for life to survive. *Earth is one of 8 planets in our Solar System *Gravity is an invisible force by which a planet pulls objects towards its centre *Planets orbit the sun *Moons orbit planets *Orbit is when an object travels around a sun, moon or planet *We only have one planet Earth and we need to look after it	*Look after our planet *Recognise some similarities and differences between life in this country and life in other countries. *Talk about the lives of people around them Computing Mouse and Trackpad Skills Keyboard Skills Drawing Skills Sounds Safety and Privacy Geography Components: Settlement Components: Weather – Climate change History Components: Exploration Significant Person - Neil Armstrong Science Component: Forces and Materials

Expressive Art and Design

<p>We want children to know... (Substantive Knowledge)</p> <ul style="list-style-type: none"> * The name of a famous artist – Jackson Pollock *The features of a particular artist's work *The simple history of a particular artist <p>Art</p> <p>Components: Painting Artist: Jackson Pollock <i>Develop skill and control when painting. Develop knowledge of creating colour and use of line.</i></p> <p>To know what is meant by colour To know that primary colours are colours that cannot be made by mixing other colours together To name the primary colours To know that when I mix colours, it creates a new colour To know that the way I apply paint (e.g. fingers, paintbrush, sponge, splatter) will alter the effect it creates</p> <p>DT</p> <p>Components: Food *Use simple utensils and equipment to; cut, grate, and chop safely. *Taste a range of fruit and vegetables to determine the users' preferences</p> <p>Music</p> <p>Concept: Singing Show an awareness of singing in a group, standing still when needed to and copying the actions when needed.</p>	<p>We want children to know how to... (Disciplinary Knowledge)</p> <ul style="list-style-type: none"> *Explore, use and refine a variety of artistic effects to express their ideas and feelings *Sing a range of well-known nursery rhymes and songs *Perform songs, rhymes, poems, and stories with others and try to move in time with the music *Invent and recount narratives and stories with peers – story scribing *Listen attentively, move to and talk about music, expressing their feelings and responses *Watch and talk about performance art, expressing their feelings and responses *Engage in dance, performing solo or in groups
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Characteristics of Teaching and Learning	
(The ways in which the children are learning from their environment, experiences and activities)	
Playing and Exploring	Playing with what they know Acting out experiences with other people
Creating and Thinking Critically	Choosing ways to do things Planning, making decisions about how to approach a task
Active Learning	Keeping on trying Persisting with an activity when challenges occur

Items in bold are the sticky knowledge we will be revisiting

Partnership with Parents	Home Learning Opportunities/Activities
	<ul style="list-style-type: none"> *Share reading books and engage in other reading materials *Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the knowledge they've learnt at school *Continue to practise reading your Rainbow Words by sight *Practise subitising to 6, seeing smaller amounts within *Practise representing amounts on their fingers, recognising that numbers beyond 5 are made of '5 and a bit' *Practise counting beyond 10 and number bonds to 10 *Regular letter formation practise using the materials from school *Go for a walk at night and observe the changes around you. What can the children see when they look to the sky at night?