

Reception

Summer Term 2 - Reception

What happens at the circus?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p>How do I feel about change?</p> <p>-They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>-Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group</p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Through PSHE lessons the children are supported in their transition into Year 1. The children are also reminded about staying safe during the summer holidays and how to keep safe in the wider world.</p>	<p>How can conversations with others expand my own learning?</p> <p>-Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>-They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Children continue to build on the listening, speaking and understanding skills they have built on all year through a range of experiences.</p>	<p>Can we make up games to keep our bodies active?</p> <p>-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>-Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>The children build on the skills they have developed throughout the year of moving in different ways.</p> <p>Equipment can be selected and used independently and safely and when organising their own games. The children understand the need for keeping their bodies healthy.</p>	<p>Am I a reader and a writer?</p> <p>-See ELG for Reading and Writing for the end of Reception.</p> <p>The children continue to take part in daily RWI sessions which ensure they are learning to read and write confidently. The children undertake daily literacy lessons to encourage writing and reading for different purposes based on our topic work and linked texts. The children have learnt the skills to read and write confidently and with interest. They see the importance of being able to read and write for a variety of reasons.</p>	<p>Can I explain where things are and how to move them?</p> <p>What have I learnt in maths this year?</p> <p>-Can describe their relative position such as 'behind' or 'next to'.</p> <p>-Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>The children will learn about position and will learn how to use directional language in practical terms.</p> <p>The main themes of number, place value, counting in multiples, adding and subtracting, shape, space and measure are revised during whole class teaching, group work and continuous provision.</p>	<p>Does what go up must come down?</p> <p>-Children know about similarities and differences in relation to places, objects, materials and living things. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Children to explore the scientific side of 'the circus'. We will undertake experiments such as 'how can we keep things up high?' 'how can we make things travel faster or further?' Children will use the skills they have developed this year of asking questions, looking for answers and being independent in their learning.</p> <p>Children to continue to build on the ICT skills they have learnt and how computers and online tools can aid and support their learning further. Children are taught how to stay safe and aware online.</p>	<p>How can I represent the emotions at the circus?</p> <p>-Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children to use a variety of materials and media to represent new things they have learnt about 'The Circus'. They have the independence to select equipment and resources themselves to represent these new concepts.</p>

Text s	<i>You See a Circus, I See... by M. Davies</i> <i>The Fabulous Flying Fandinis by I. Slyder</i> <i>The Fabulous Foskett Family Circus by Q. Blake</i> <i>Nell and the Circus of Dreams by N. Gifford</i>						
Trips	Circus Skills workshop?						