

*This half term we will be learning about:*

- To learn about staying safe when travelling.
- To stay healthy in warmer weather conditions at school.



**St Alban's Primary School**

**Reception**

## **Summer 2 – Knowledge Organiser**

*Physical development:*

- To recognise the importance of team games and effective partner working when participating in games which require grossmotor movement and begin to develop an appreciation for teamwork.
- To climb on large scale equipment with increasing control, with a quicker and faster pace.
- To travel across more complex obstacle courses including changes of height.

*Songs and rhymes:*

We're driving in our car

A Sailor went to Sea Sea Sea

Row Row Row your Boat

Down at the Station

Dr Foster went to Gloucester



## ***Phonics and reading***

*\*Revise set 1 special friends: th, ch, qu, ng, nk and revise sounds: set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy*

*\*Children revise blending words orally and sight-read tricky words from Phases 2 and 3*

*\*To read some letter groups that each represent one sound and say sounds for them.*

*\*To grasp and use a wider range of structures in books and use these to aid participation.*

*\*To continue to develop name awareness with the introduction to surnames and to use their name-card in their daily tasks.*

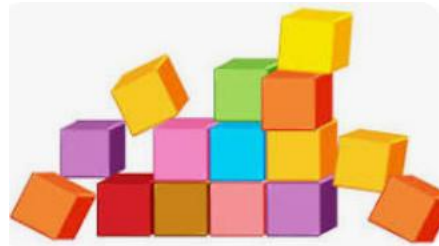
*\*To continue to develop sustained attention and concentration to enable them to segment and blend to read short reading books which they can share at home and school with a grown-up.*

*\*To begin to secure accurate decoding/blending and segmenting skills, in line with the RWI phonics scheme in readiness for their transition into Y1*

# Maths

## Sharing and grouping

- *Step 1 Explore sharing*
- *Step 2 Sharing*
- *Step 3 Explore grouping*
- *Step 4 Grouping*
- *Step 5 Even and odd sharing*
- *Step 6 Play with and build doubles*



## Visualise, build and map

- *Step 1 Identify units of repeating patterns*
  - *Step 2 Create own pattern rules*
  - *Step 3 Explore own pattern rules*
- *Step 4 Replicate and build scenes and constructions*
  - *Step 5 Visualise from different positions*
    - *Step 6 Describe positions*
    - *Step 7 Give instructions to build*
    - *Step 8 Explore mapping*
  - *Step 9 Represent maps with models*
- *Step 10 Create own maps from familiar places*
- *Step 11 Create own maps and plans from story situations*

# Understanding the World

## Understanding the World

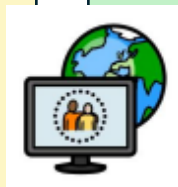
- To describe changes to trees and woodland

plants in summer and understand that fruit produce, on trees in England, develops during the summer months, when the temperature is warm enough to stimulate growth.

- To use real maps, electronic globes and maps,

maps of the classroom/school, local town, park, zoo, museum, story maps to help them to describe what occurs in a set location.

To recognise some environments that are different to the one in which they live. (The Snail and the Whale)



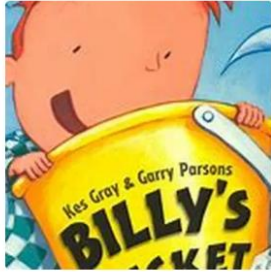
## Personal, Social and Emotional Development

- To show empathy and think about the perspectives of others.
- To engage in games where different participants have different roles.
- To develop strategies to challenge undesirable behaviour towards others.
- To attend and respond appropriately in all school activities, demonstrating sensible and controlled behaviour and self-regulation in line with GLD outcomes.

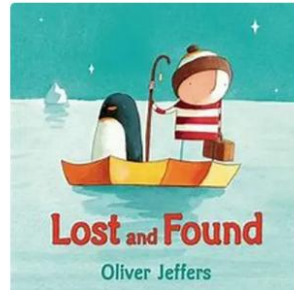
## Expressive Arts and Design

- To demonstrate an ability to follow basic notation using tuned percussion e.g. bells/bomb whackers/glockenspiels
- To follow a simple melody when playing a simple and familiar nursery rhyme.
- To express ideas about my own or someone else's work.
- To generate simple oral and enacted narratives with role play props or small world.
- To follow a simple liturgical dance, using gesture and movement to tell a story.

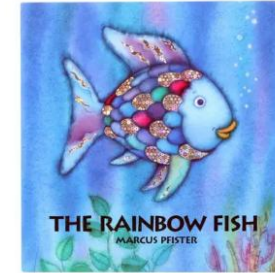
# Literacy



- To write sentences that include high frequency words.
- To write sentences that include adjectives.
- To ask questions to help clarify thinking.
- To write about a seaside animal we might see in our bucket.



- To use and answer 'why' questions.
- To write about images.
- To make a story map.
- To retell part of a story orally.
- To write a short narrative describing a journey at sea.



- To write a list.
- To write sentences about a character.
- To write about how a character is feeling.
- To write to someone to tell them why they are a good friend.

# RE

## *Reconciliation - Friends of Jesus/Universal Church – Our World*

### ***Friends of Jesus :***

*Pupils will know and understand we can make friends.*

*Pupils will know and understand Jesus had good friends; what Jesus tells us about friendship.*

*Pupils will acquire the skills of assimilation, celebration and application of the above.*



### ***Our World:***

*What makes our world so wonderful?*

*Pupils will know why we must take care of God's world and offer some ways in which we can do this.*

*Pupils will know that God created the world.*

*Pupils will recognise some religious vocabulary.*

