

Ordsall Primary School Reception Class Summer Term Plan

Our Mission

At Ordsall Primary School, it is our mission to be a school community where we can all 'be the best that we can be'.

Our Vision

To ensure that every child can achieve their full potential by enabling them to **"Play, Learn and Grow Together"**.

Playing together will help us to:

- develop curiosity of mind and spirit;
 - create, explore and discover;
 - adapt and cooperate;
- learn, practise and master skills.

Learning together will help us to:

- experience wider opportunities beyond the school;
- develop essential skills, knowledge and understanding;
- build character, resilience, confidence and independence;
 - communication and collaborate as part of a team;
- apply learning across a broad, balanced, rich and exciting curriculum.

Growing together will help us to:

- know that we all have the same rights and needs;
 - know what is right and wrong;
 - develop tolerance, acceptance and integrity;
 - inspire others and celebrate every achievement;
- work together, in partnership, as a wider community of learners.

Our Values

Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. We use them to achieve our vision.

We want everyone at Ordsall Primary School to:

Be **RESILIENT** at all times.

Give 100% **EFFORT**.

SUPPORT others and ourselves.

Show **PASSION** in all we do.

Take part in **ENRICHMENT** opportunities.

Treat everyone with **COMPASSION**.

Use **TEAMWORK** to achieve



Reception Class Summer Plan

Summer 1 Topic – Grow

Prime Areas

7 Areas of Learnings in EYFS	<p>What are children going to learn?</p> <p>Objective/ Skills (taken from the EYFS Reception progression map)</p> <p>By the end of Summer 2 children in Reception Class will be able to:</p>	<p>Key Vocabulary (taken from whole school subject progression maps)</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> - I show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly. - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. - I can 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. <p>Managing Self</p> <ul style="list-style-type: none"> - I am confident to try new activities and show independence, resilience and perseverance in the face of challenge. - I can explain the reasons for rules, know right from wrong and try to behave accordingly. - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> - I can work and play cooperatively and take turns with others. - I can form positive attachments to adults and friendships with peers. - I can show sensitivity to my own and to others' needs. 	<p><u>RSHE</u></p> <p>Health and well-being: rules, resilience, perseverance, challenge, happy, sad, angry, cross, upset, rights, responsibilities, feelings, excited, nervous, sharing, taking turns</p> <p>Relationships: friend, team, kind, support, care, gentle, cross, argument, compromise</p> <p>Living in the wider world: honest, respect, friendship, cooperation, similar(ity), different, dream, goal, challenge, job, ambition, perseverance, achievement, encourage</p>
<p>Communication and Language</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> - I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - I can make comments about what I have heard and ask questions to clarify my understanding. - I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> - I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. - I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher. 	<p>listen, I think ... I know.. because...</p> <p>vocabulary learnt through out the day/week</p>
<p>Physical Development</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - I can negotiate space and obstacles safely, with consideration for myself and others. - I can demonstrate strength, balance and coordination when playing. - I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p><u>PE</u></p> <p>Athletics: skip, hop, walk, run, walk, jump, jog, throw, target, fast, slow, pass, balance, safely</p> <p>Games: throw, catch, kick, pass, hit, target, balance, partner, team</p>

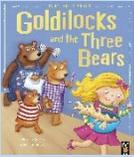
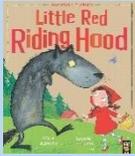
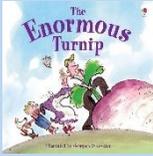
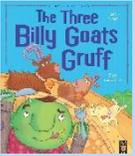
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - I can use a range of small tools, including scissors, paint brushes and cutlery. 	
Specific Areas		
Literacy	<p>Comprehension</p> <ul style="list-style-type: none"> - I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can anticipate (where appropriate) key events in stories. - I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> - I can say a sound for each letter in the alphabet and at least 10 digraphs (RWI Special friends Set 1 and first six of Set 2). - I can read words consistent with my phonic knowledge by sound-blending. - I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. - I can read RWI Green storybooks. <p>Writing</p> <ul style="list-style-type: none"> - I can write recognisable letters, most of which are correctly formed (lower-case and capital letters). - I can spell words by identifying sounds in them and representing the sounds with a letter or letters. - I can write simple phrases and sentences that can be read by others. 	<p>English: letter, capital letter, full stop, sentence</p> <p>Phonics and Reading: letter, sound, special friends, Fred talk, Fred fingers, blend, red words, syllable</p>
Maths	<p>Number</p> <ul style="list-style-type: none"> - I have a deep understanding of numbers to 10, including the composition of each number. - I can subitise (recognise quantities without counting) up to 5. - I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> - I can verbally count beyond 20, recognising the pattern of the counting system. - I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>- I can compose and decompose shapes so that I can recognise a shape can have other shapes within it, just as numbers can.</p> <ul style="list-style-type: none"> - I can identify 3d shapes – cube, cuboid, sphere, pyramid, cone, cylinder. - I can compare different items by length or height. - I can compare different items by weight or capacity. 	<p>Size: tall, taller, big, little, middle size, small, medium, long, short, tiny, large, centimetres, thickest, enormous</p> <p>Weight: heavy, heavier, light, lightest</p> <p>Capacity: full, empty, half full, enough</p> <p>Shape: circles, hexagons, square, triangle, cube, cuboid, cone, sphere, cylinder, pyramid</p>

<p>Understanding the World</p>	<p>Past and Present - I can talk about the lives of the people around me and their roles in society. - I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. - I understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities - I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class. - I can 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.</p> <p>The Natural World - I can explore the natural world around me, making observations and drawing pictures of animals and plants. - I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. - I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p><u>Science</u> Living things and their habitats: colours, growing, garden, soil, animal and bird names, flowers, trees, grass, water Animals including humans: body, hands, feet, head hair, legs Forces: pull push Materials and their properties: soft, hard, cold, warm</p> <p><u>RE</u> The General Language of Religious Study: Religion, special books, special places, special stories, prayer Christianity: Christmas, Bible, Church, Jesus Judaism: Moses, Passover, Torah, Synagogue Islam: Allah, Prophet Mohammad, Qur'an, Mosque</p> <p><u>History</u> History in the wider world: past, present, local, community, Ordsall, Retford, home, street, jobs, classroom, different, same Chronology: today, yesterday, tomorrow, day, past, present, before, after. Historical Concepts and abstract terms: birthday, celebration, birth, remember, memory, toys, baby, child, adult, school, history. Historical Enquiry: why, find out, research, picture, object, story, book, online, internet, computer,</p> <p><u>Geography</u> Retford/ Ordsall, home, house, school, route, map, place, country England, UK, countries, the world, earth, space</p>
<p>Express Arts and Design</p>	<p>Creating with Materials - I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - I can share my creations, explaining the process I have used. - I can make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive - I can invent, adapt and recount narratives and stories with peers and my teacher. - I can sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p><u>Art and Design</u> Drawing: line, picture, artist, thick, thin, pattern Painting: palette, colour mixing, artist, print, resources Sculpture: clay, fasten, hole, tube, hole punch, malleable, 2d/3d shape model, plan, masking tape Evaluation: change, explain, how/why, creation, dislike</p> <p><u>Design and Technology</u> Design and Make: cut, stick, model, plan, design, make, cardboard, paper, plastic, tube, box, cellotape, join, glue, blue tac, scissors, clay, play doh, plasticine, mould, shape Evaluate: like, dislike, why, change, explain Technical Knowledge: cut, stick, build, stack, fold, join, fix Cooking and Nutrition: fruit and vegetable names, names of cooking equipment and utensils</p> <p><u>Music</u> History of Music: sing, song, clap, dance, song, nursery rhyme, beat Evaluation: listen, hearing, feelings, thoughts, like/dislike, ideas, instrument Composition: instruments - bells, tambourine dance, perform, sounds, beat Performance: beat, perform, dance, melody</p>

Reception Class Summer 1 Plan

Summer 1 Topic – Grow

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Traditional Tales - promoting writing					N/A - 5-week half term
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	<p>The Gingerbread Man</p> 	<p>Goldilocks and the Three Bears</p> 	<p>Little Red Riding Hood</p> 	<p>The Enormous Turnip</p> 	<p>The Three Billy Goats Gruff</p> 	
Poems and Rhymes across the term	oi cat! oi dog! Each peach pear plum					
Books Following Possible Themes – story time	The Gingerbread Man traditional tale with an alternative ending	Goldilocks and the Three Bears traditional tale with an alternative ending	Little Red Riding Hood traditional tale with an alternative ending	The Enormous Turnip traditional tale with an alternative ending	The Three Billy Goats Gruff traditional tale with an alternative ending	
Visits/Visitors/ Special Event Days						
<p style="text-align: center;">Prime Areas Intentions and Outcomes to be covered across the term</p>						

<p>Personal, Social Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> – understand my own feelings and those of others – begin to regulate my behaviour – set and work towards simple goals – wait for what I want and control my immediate impulses – give focused attention to what is said – follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> – confident to try new activities – show independence, resilience and perseverance in the face of challenge. – know and talk about reasons for rules – know right from wrong – behave accordingly. – manage my own basic hygiene and personal needs <p>Building Relationships</p> <ul style="list-style-type: none"> – work and play cooperatively and take turns with others. – form positive attachments to adults and friendships with peers. – show sensitivity to my own and to others' needs. 	<p>Communication and Language</p> <p>Listening and Attention</p> <ul style="list-style-type: none"> – listen and respond appropriately – talk using questions, comments, actions – join in with whole class discussions and small group interactions. – make comments – ask questions – hold a conversation when engaged in back-and-forth exchanges with my teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> – participate in small group, class and one-to-one discussions – share my ideas – use recently introduced vocabulary. – express my ideas and feelings – talk using full sentences, including use of past, present and future tenses talk using conjunctions, with modelling and support from my teacher. 	<p>Physical Development</p> <ul style="list-style-type: none"> – negotiate space and obstacles safely – awareness for myself and others when using spaces – show strength, balance and coordination when playing – move energetically – run, jump, dance, hop, skip and climb successfully
---	--	--

**Specific Areas
Intentions and Outcomes to be covered across the term**

<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> – retell stories and narratives – use story vocabulary. – recognise and talk about key events in stories <p>Word Reading</p> <ul style="list-style-type: none"> – say the sound for each letter in the alphabet – read at least 10 digraphs – read words consistent by sound blending or recognition – read aloud simple sentences – read some common exception words (red words) – read RWI Green storybooks. <p>Writing</p> <ul style="list-style-type: none"> – write recognisable letters, most of which are correctly formed (lower-case and capital letters). – 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. 	<p>Maths</p> <p>Number</p> <ul style="list-style-type: none"> – composition of numbers to 10 – subitise (recognise quantities without counting) up to 5. – number bonds up to 5 (including subtraction facts) – some number bonds to 10, including double facts. <p>Numerical Patterns</p> <p>verbally count beyond 20</p> <p>recognising and use the pattern of the counting system.</p> <p>compare quantities up to 10</p> <p>recognising greater than, less than or the same as the other quantity.</p> <p>patterns within numbers up to 10: evens and odds, double facts, sharing</p> <p>compose and decompose shapes</p> <p>recognise a shape can have other shapes within it, just as numbers can.</p> <p>identify 3d shapes – cube, cuboid, sphere, pyramid, cone, cylinder.</p> <p>compare different items by length or height.</p> <p>compare different items by weight or capacity.</p>
---	--

Understanding the World

Past and Present

- talk about the lives of the people around me and their roles in society.
- know similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- know similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.
- 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.

The Natural World

- explore the natural world around me, making observations and drawing pictures of animals and plants.
- know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.
- understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- share my creations, explaining the process I have used.
- make use of props and materials when role playing characters in narratives and stories.

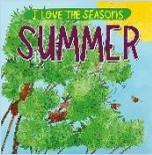
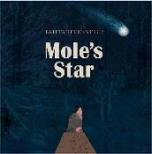
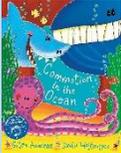
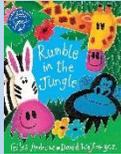
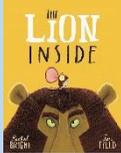
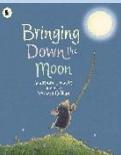
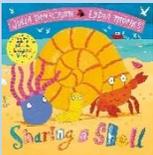
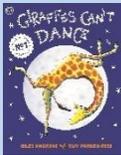
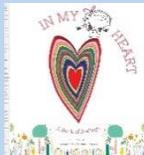
Being Imaginative and Expressive

- invent, adapt and recount narratives and stories with peers and my teacher.
- sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Reception Class Summer 2 Plan

Summer 2 Topic – Grow

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Summer – Seasons, changes in the natural world around me	Insects and mini beasts	British woodland animals	Sea creatures	Jungle/safari animals	Feelings – anxious, nervous, worried, excited, intrigued and worries for transition, being brave	Transition – wishes for transition/ Year 1	Transition
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	I love the Seasons – Summer By Franklin Watts 	Nature's tiny miracle – Bee By Britta Teckentrup 	Mole's Star by Britta Teckentrup 	Commotion in the Ocean by Giles Andreae 	Rumble in the Jungle by Giles Andreae 	The Lion Inside by Rachel Bright 	The fish who could wish by John Bush 	
Poems and Rhymes across the term								
Books Following Possible Themes – story time	Seren's Seasons powerpoint story – twinkl 	Fist Day at Bug School by Sam Lloyd 	Bringing Down Moon By Jonathan Emmett 	Sharing a Shell by Julia Donaldson 	Giraffes Can't Dance by Giles Andreae 	In my Heart By Jo Witek 		
Visits/Visitors/ Special Event Days			Sports Day	Ordfest 2025			Transition	Transition

Prime Areas

Intentions and Outcomes to be covered across the term

<p>Personal, Social Emotional Development</p> <ul style="list-style-type: none"> - Show an understanding of my own feelings and others feelings. - I can set and work towards simple goals such as controlling impulses and waiting. - I can focus my attention on what a teacher is saying. - I am confident, independent and resilient when trying new things. - Follow and understand the importance of rules and expectations. - Manage my basic hygiene and needs such as using the toilet. - I can take turns with my peers. - Have strong relationships with teachers and peers. - I show sensitivity with my needs and the needs of others. 	<p>Communication and Language</p> <ul style="list-style-type: none"> - Listen and respond to what I hear and ask relevant questions and make comments. - Hold and engage in back and forth conversations with my teachers and peers. - Participate in small group, whole class and one to one discussions, sharing my ideas and recently introduced vocabulary. - Explain why things happen - Express my feelings and ideas about experiences using full sentences. 	<p>Physical Development</p> <ul style="list-style-type: none"> - Aware of my own space and can move around obstacles safely - When playing with my friends I can demonstrate strength, balance and coordination. - I can run, jump, dance, hop, skip and climb. - Hold a pencil effectively for writing - Use a range of small tools including scissors, paint brushes, cutlery. - Show accuracy and care when drawing.
---	---	--

**Specific Areas
Intentions and Outcomes to be covered across the term**

<p>Literacy</p> <ul style="list-style-type: none"> - Demonstrate an understanding of what has been read to me by retelling stories in my own words. - Use and understand recently introduced vocabulary during discussions about stories. - Say a sound for each letter in the alphabet and 10 digraphs. - Read words and sentences consistent with phonics knowledge. - Write recognisable letters, most of which are formed correctly. - Write words by identifying each sound and representing the sound with a letter/letters. - Write simple phrases and sentences that can be read by others. 	<p>Maths</p> <p>White Rose Maths: Sharing and grouping Visualise, build and map Make connections</p> <p>Number bonds recall to 5 and some to 10 Double facts to 5 and some to 10 Odds and Even numbers</p> <p>Identify 3D shapes Compare items by length, height, weight, capacity</p>
---	--

<p>Understanding the World</p> <ul style="list-style-type: none"> - describe my immediate environment - similarities and differences between life in this country and life in other countries, including environments - draw pictures of animals and plants. <p>Summer Week</p> <ul style="list-style-type: none"> - gain knowledge of the environment - explore the natural world around me - know processes and changes in the natural world - understand seasons - making observations of the natural world 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - safely use and explore a variety of materials - use a range of tools and techniques - experimenting with colour, design, texture, form and function. - share my creations, explaining the process I have used. <p>Home Corner - make use of props and materials when role playing characters in narratives and stories.</p> <p>Charanga:</p> <ul style="list-style-type: none"> - sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
--	---