



## Energy Matters

*What is energy and how do we use it?*

### 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 2023

### Activities

### *BeDifferent Future 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.