

Reception

Summer 1



'Am I growing too?'

During the Spring Term, we started to find out about growth and new life and enjoyed finding out about life cycles by watching our caterpillars turn to chrysalides and the butterflies and observing the growth and changes of various plants outside. We will be building on this learning by finding out how we grow too!

We will be looking at pictures of us as babies, and finding out about the different stages of the human life cycle. We will learn about all the ways we can stay healthy throughout our lives, including healthy eating choices, exercise, screen time and oral health. As part of this work, we will be naming body parts and beginning to learn about our senses.

Throughout this topic, we will be developing our ability to talk about ourselves in positive terms. We will begin to develop an awareness of our skills, talents and interests and think about what jobs we could do as adults using these.

Forest School

We are looking forward to (hopefully!) enjoying more sunshine outside in our Forest School sessions this half term. We will be looking out for new things beginning to grow, new leaves on trees and will be working hard to have a go at growing our own veggies too!

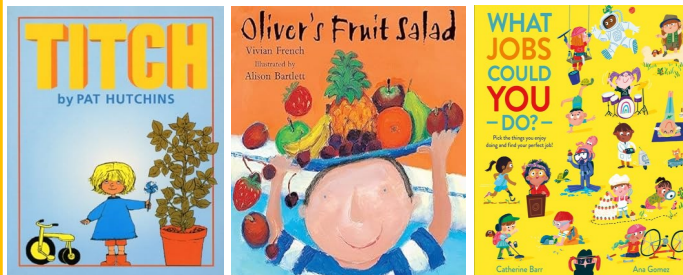
As the weather begins to warm up during the summer term, it is really important that your child is adequately prepared for the outdoors. Please ensure your child has a sun hat in school on particularly sunny days.

In Early Years, we plan learning to be through active, first-hand experiences and the children are given time for sustained play to explore, experiment and discover in both the indoor and outside environments. The reception curriculum is very much initiated and led by the children themselves. We spend time observing and playing with the children and plan resources, interactions, activities and experiences in response to the children's interests and needs.

Key texts

Some of the stories we will be sharing this half term are:

- Jasper's Beanstalk by Nick Butterworth and Mink Inkpen
- Titch by Pat Hutchins
- Oliver's Fruit Salad by Vivian French
- What Jobs Could You Do? By Catherine Barr and Ana Gomez
- When I Grow Up by Ruth Martin



Phonics and reading

This half term, we will be moving on to Phase 4 of our phonics programme. We will not be learning any new sounds, but will be consolidating our learning so far while working on improving our blending and reading skills. We will be practising reading longer words such as; CVCC words (e.g. went), CCVC (e.g. frog), CCVCC (e.g. stamp) and CCCVCC (e.g. sprint). We will also continue to practise reading compound words and longer words using the 'chunking method'. Look out for our new 'tricky words' this half



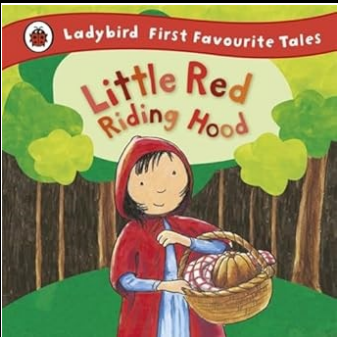
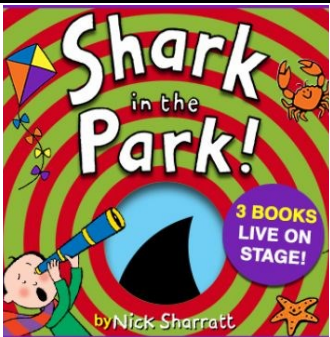
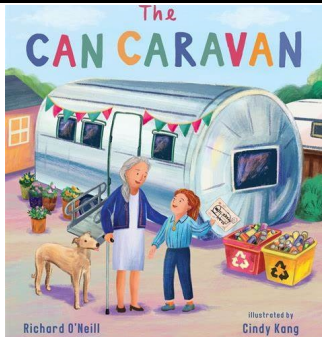

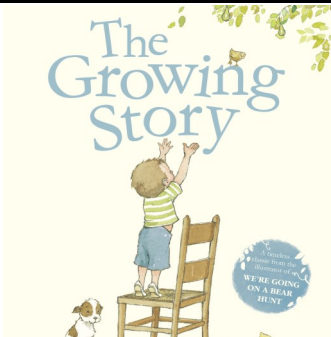
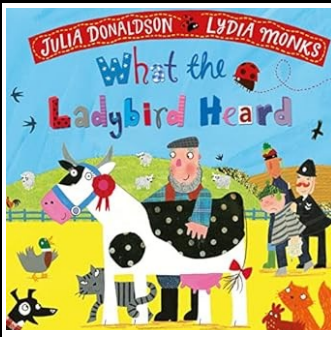
Maths

In maths this half term, we will be looking at numbers to 20 and beyond; applying lots of our previous learning on number composition and numerical patterns e.g. knowing that numbers count up from 1-9 each time we count in a new ten.

We will be exploring and learning more about 3D shapes and length, height and time. We will be using timers and calendars to explore the idea of measuring time, as well as sequencing events and using time words such as 'first' and 'next'.

We will begin looking at addition and subtraction in a practical context.

This half term's 'Super Six'

Traditional Tale	Rhyme	Diversity	Family and Friendships	Seasonal	Class Favourites
					
Little Red Riding Hood	Shark in the Park By Nick Sharratt	The Can Caravan By Richard O'Neill	Love makes a family By Sophie Beer	The Growing Story By Ruth Krauss	What the Ladybird Heard By Julia Donaldson

As part of our learning this half term, we will be sharing the above selection of texts. Some of these books will be our focus for literacy work or topic work, and some we will just enjoy sharing together during story times.

This overview will give you some ideas about some of the things we will be learning in Reception this half term. However, in Early Years, we plan learning to be through active, first-hand experiences and the children are given time for sustained play to explore, experiment and discover in both the indoor and outside environments, whatever the weather. The Reception curriculum is very much initiated and led by the children themselves. We spend time observing and playing with the children and plan resources, interactions, activities and experiences in response to the children's interests and needs.