

### **Communication and Language**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Important Dates**

5<sup>th</sup> June – Bring your placard to school for our march

9<sup>th</sup> June – Theme day – A Splash of Colour

10<sup>th</sup> June – Celebration of Culture day – Carnival

24<sup>th</sup> June – Sports day

30<sup>th</sup> June – Theme day - Cultural Classics

### **Personal, Social and Emotional Development**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

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.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

### **Summer Term 1 Life on a Plate**

### **Reception**

### **Understanding the World**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Physical Development**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Take your child for a walk around the local area and take some photos of the things you see. Draw a map of your walk.

Look at maps of the UK. Find England, Scotland, Wales, Northern Ireland and their capital cities. What else can you spot on a map?

Cook together and talk about the changes that happen during cooking.

Help your child identify ways to save energy around the home. Write a list of the different ways or create a poster.

Continue to read regularly together and discuss the books. Try reading some non-fiction.

Try some observational drawing or painting asking your child to look carefully at what they can see.

Learn a new song or rhyme together.

### **Expressive Arts and Design**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with music

### **What can we try at home?**

## Mathematics

Have a deep understanding of number to 10, including the composition of each number.  
Subitise (recognise quantities without counting) up to 5.  
Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  
Verbally count beyond 20, recognising the pattern of the counting system.  
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.  
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

## What can we try at home?

Play scoring games together such as skittles. Encourage adding scores together to find the total.  
Create your own board game and use it to practise moving back and forwards one space. Which number do you think you will land on?  
Practise counting sets of objects up to 20. Write down the number for each set.  
Practise sharing and doubling amounts during activities such as playing with blocks, role play games with toys eg a tea party or picnic.  
Practise forming letters correctly using the lead in.  
Write a simple diary every day for a week.

## This half term, we will be reading the books:

Greta and the Giants – Zoe Tucker  
Why Should I Save Energy – Jan Green  
Maisy Goes to London – Lucy Cousins  
Katie in Scotland – James Mayhew  
Town Mouse and Country Mouse – Folk tale  
Oliver's Fruit Salad – Vivian French  
Clem and Crab – Fiona Lumbers

## Engage:

**Reduce climate change  
march around the school.**

## Express:

**Time to cook**

## Literacy

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  
Anticipate (where appropriate) key events in stories.  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  
Say a sound for each letter in the alphabet and at least 10 digraphs.  
Read words consistent with their phonic knowledge by sound-blending.  
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  
Write recognisable letters, most of which are correctly formed.  
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.

## Key Vocabulary:

Week 1 – huddled, ruining, lumbered, shuffled  
Week 2 – energy, fuel, supplies, electricity  
Week 3 – colourful, serious, crowded, brilliant  
Week 4 – fortunately, grand, faithful, trundled  
Week 5 – plain, terrified, ventured, astonished  
Week 6 – real, grows, fresh, wonderful  
Week 7 – disappeared, glimpsed, glance, nestled