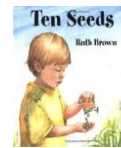
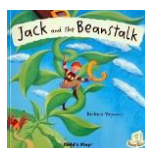


What are we learning?



Key Themes and books



Seeds, Soil and Sunshine!

Key Themes

Growing/Plants & Flowers, Life-cycle of a plant, Minibeasts, Healthy Eating, Weather/seasons, Nature Scavenger Hunt, Traditional Tales, Vincent Van Gogh Study.
(May change with children's interests)

Key Investigations

We will be planting Sunflower seeds and beans for our **science** investigations and carrying out observations as they grow, learning about the conditions they need to thrive and the time of year we plant them (**Geography**). We will learn the names for the different parts of a flower and which parts of a vegetable plant are edible. Our **Art** will involve looking at the work of Vincent Van Gogh and his famous Sunflowers painting as well as exploring other flower inspired art. For **History** we will look at different Castles and what they were used for.

This will help us when we learn about:

The Great Fire of London and why Castles were so important (History), Why it matters where our food comes from and how weather effects our lives (Geography), Plants (science) and how to make observational drawings/paintings (Art) when we are in **Class 2**.

Key Vocabulary

Key Vocabulary	Definition
Grow	To stay alive and healthy
Change	To become or look different
Living	Having life - all living things need water
Healthy	Free from disease
Warmth	Heat - most plants need warmth to grow
Water	A clear liquid needed by all living things
Air	A gas needed by the roots to allow the plant to breathe
Sunlight	Rays from the sun that give plants energy and food to grow
Life Cycle	Changes that a living thing goes through as it grows and develops
Similar to	To be alike
Different from	Not the same



Personal Social and Emotional Development

Express feelings:

Express their feelings and consider the feelings of others.

Manage behaviour:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly.

Self-awareness:

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

Independence:

Reception Summer Term 1 2025



Maths

To Twenty and Beyond

Build and identify numbers to 20 (and beyond) using a range of resources e.g. 10 frames, number shapes, towers of cubes, Rekenreks and bead strings all support them to see that larger numbers are composed of full 10s and part of the next 10. Count on and back beyond 10. Representations and numerals can support children to count on and back and notice the repeating 1-9 patterns.

Manipulate, Compose and decompose

Select and rotate shapes to fill a given space, complete jigsaws and shape puzzles. Explain why they chose a particular shape and why a different shape wouldn't fit. Match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Select shapes to complete picture boards or tangram outlines.

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

Collaboration:

Work and play cooperatively and take turns with others.

Social skills:

Form positive attachments to adults and friendships with peers.

Revisit/ ongoing throughout the year:

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary. Listen to others, speak to peers and adults and engage in discussions in a positive way.

Communication and Language

Listening:

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.

Respond:

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

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

Understanding:

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

Speaking:

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

Physical Development

Combine different movements with ease and fluency.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Gross Motor Skills:

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

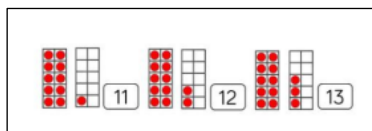
Demonstrate strength, balance and coordination when playing.

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.



Sharing and Grouping

Sharing and grouping are both different methods of division. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair.

Visualise, Build and Map

Deepen their understanding of different patterns and begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.

Making Connections

Extended problem-solving opportunities and further development of their critical thinking skills. Using the first, then, now structure to solve mathematical problems. These problems can be linked to familiar stories, children's interests or real problems that arise as they play.

Understanding The World

Communication:

Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation:

Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Chronology:

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Enquiry

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.


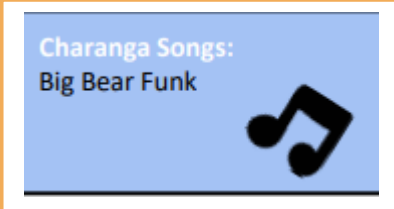

Respect

Know some similarities and differences between different religious and cultural communities in this country, drawing on their 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, nonfiction texts and (when appropriate) maps. RE: What places are special and why?

Mapping:

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



<p>Begin to show accuracy and care when drawing.</p> <p>Revisit/ ongoing throughout the year</p> <p>Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.</p>			
<p>Literacy</p> <p><u>Comprehension</u></p> <p>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.</p> <p><u>Word Reading</u></p> <p>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.</p> <p>Revisit/ ongoing throughout the year</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> <p><u>Emergent writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p><u>Composition</u></p> <p>Write simple phrases and sentences that can be read by others.</p> <p><u>Spelling</u></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>Handwriting</u></p> <p>Form letters correctly.</p> <p><u>Writing in response to a text:</u> Writing instructions: How to plant a bean. Recall parts of the story. Speech bubbles and thought bubbles from characters in story. Labelling diagram of a plant.</p> <p><u>Phonics</u></p> <p>Know grapheme phoneme correspondence taught in phase2 and 3. Working on reading and writing a range of CVCC words using all the phonemes taught so far. Secure spelling using taught graphemes. Read phase 2/3 high-frequency common words.</p> <p>Revisit/ ongoing throughout the year</p> <p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	<p>Expressive Art and Design</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Artist study: Vincent Van Gogh</p> <p>Refer to Art and design progression map to facilitate progression through child led interests</p> <p>Revisit/ ongoing throughout the year</p> <p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <div></div>		
<p>Home Learning</p> <ul style="list-style-type: none">• Read and share stories every day (Children will have the opportunity to earn individual prizes this term as well as working towards the class reward)• Practice saying and writing your sounds especially your phase 3 digraphs and trigraphs and your tricky/high frequency words (new set in reading pack)• Practice writing for pleasure e.g. shopping lists, menus, maps, directions, secret messages, clues etc.• Practice writing all the letters of the alphabet, lowercase and capitals, making sure children are forming the letters correctly and using the correct pencil grip.• Practice counting forwards 20 and backwards to 0, using objects and numerals as needed. Practice saying the number which is one less than any number to 10 (or beyond).• Preparing for show and tells linked to our topic (Tuesdays)• Finding out about plants. What will you learn that you didn't already know? Go for a walk and see how many plants you can spot• Download the Seek by iNaturalist app and use to help you identify plants and animals when you're out and about <div><p>Share any home learning with us on dojo for bonus DoJo points!</p></div>			