

## Maths

- Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns
- Use subitising skills to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
- Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 & 10
- Be encouraged to identify when it is appropriate to count and when groups can be subitised.
- Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers
- Continue to develop confidence and accuracy in both verbal and object counting.
- Explore the composition of 10.
- Order sets of objects, linking this to their understanding of the ordinal number system.



## Understanding the World

*Past and Present; People, Culture and Communities; and The Natural World,*

This term, children will continue to explore the effects of changing seasons, focussing on the transition and change from Winter to Spring and they will use their senses to observe the world around them. They will develop more of an understanding of the key process of **light and dark**, with a light box in provision within the classroom.



**Space** will also be explored, with a focus on our planet, **Earth**.

Children will enjoy learning about growing animals and plants - life cycles - and will have a go at planting their own seeds and looking after them in class and our outside area.

Following our Discovery RE scheme, the focus for each Friday session will be **Stories** - What can we learn from stories?

# Journeys

## Reception Class - Summer Term 1

Mrs Sayers, Miss Berryman & Miss Dunkley

Key events: Parent's Evening, St George's Day, Beep Beep Day,



## Expressive Arts and Design



Children will use the class texts as a lead for activities, including making rockets, painting aliens, drawing items to take to the moon, creating Earth collages/paintings, drawing what shall be seen through the train window and work will include an Artist study on Vincent van Gough - Starry Night painting.

The music topic this term is **Big Bear Funk**:

- Listen and appraise a range of funk music
- Embed foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs
  - Play instruments within the song
  - Improvise using voices and instruments
    - Explore riff-based composition
- Share and perform the learning that has taken place

## Physical Development

Indoor and outdoor environments will be used to develop children's gross and fine motor control in a range of activities including Forest School, Yoga and PE sessions.

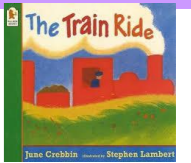
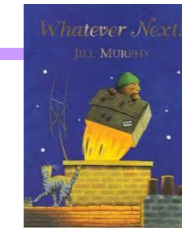
This term in **PE** sessions, our focus is **Dance!** There will be different themes each week for the children to

- Explore different body parts and how they move.
  - Remember and repeat actions.
- Express and communicate ideas through movement exploring directions and levels.
- Create movements and adapt and perform simple dance patterns.
- Copy and repeat actions showing confidence and imagination.
- Move with control and co-ordination, linking, copying and repeating actions.

## Literacy

**Whatever Next!** and **The Train Ride**

will be our focus texts this term.



## Phonics

<b>Letter sounds</b>	Recognises, says and identifies digraphs oo (long and short), ar, or, ur, ow, oi, ear, air, ure, er.
<b>Blending</b>	Read words with adjacent consonants. Reading red/yellow Rocket Phonics* books
<b>Segmenting</b>	Can segment <b>and write</b> simple words (break words down into their sounds e.g. rain = r - ai - n)
<b>Letter formation</b>	Forms all letters correctly.
<b>Common exception words</b>	Recognise the words <b>some, one said come so do so where when have there out like little what</b>

## Writing

Children will be involved in many different writing activities linked to the core texts, with a range of shared and modelled tasks, using their dominant hand to segment and blend words to form lists, short phrases and sentences. Children will independently write a list of items to take to the moon and a sentence about what they can see on the train.

## Personal, Social and Emotional Development

*Self-regulation, managing self, building relationships*

Our focus theme this term will be **Relationships**, engaging in discussions and activities about family life, friendships, breaking friendships, falling out, dealing with bullying and being a good friend. Within the school environment, children will be reminded about the school rules and class charter.

Zones of Regulation will continue to be used to support children with their self-regulation and emotional control.



## Communication and Language

*Listening, attention and understanding, speaking*

As a class, children will engage in many different speaking and listening activities in a range of environments. Children will be expected to use well-formed sentences to convey meaning, thoughts and ideas, being supported where necessary. They will be able to answer where, who, what, why and how questions, use new vocabulary from text and learning and will have opportunities to explore non-fiction texts and ask a range of questions or find out more to develop their understanding and language.

## Home Learning Tasks

Continue to read **daily** with your child, ensuring they read their Pink/Red/Yellow phonics book to you. Please sign reading records and note any strengths or difficulties to help us provide further support. Books will be changed throughout the week **if** the diary has been signed ☺ Phonics sheets and activities will continue to go home every Friday.

