

Literacy

As **creative** readers and writers we are learning to...

Reading

- Segment the sounds in words and blend them together to read the whole word (including ALL Phase 3 digraphs, plurals and adjacent consonants).
- Read 'tricky' words from Phase 2, 3 AND 4 by sight *said, have, like, so, do, some, come, were, there, little, one, out, when, what* and other learnt high frequency words, (extending our sight vocabulary).
- Demonstrate understanding when talking with others about what they have read.

Writing

- Write sentences that can be read by myself and others; using punctuation accurately.
- Use my phonic knowledge to write words in ways which match their spoken sounds.
- Spell 'tricky for now' words from Phase 2 and 3 correctly.

Phonics

As **enthusiastic** readers we are consolidating our knowledge of the **Phase 2 and 3** grapheme- phoneme correspondences and our sight recognition of the **Phase 2, 3 and 4 tricky words (TFN)** in a range of texts. We will be reading and writing words containing adjacent consonants.

Communication and Language

As **developing** linguists we are able to

Listening and Attention

Listen to instructions and follow them accurately, asking for clarification if necessary.

Understanding

Express our views about events or characters in a familiar story and answer questions about why things happened.

Speaking

Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development

As **fit, healthy and active** children we are learning to

Moving and Handling

Form each letter correctly, holding my pencil with control (in our 'happy hands' handwriting sessions), focusing on use of ascenders and descenders. In Real PE we will be learning 'Physical' skills. We will perform a small range of skills and link two movements together.

Health and Self-care

We will practise using different fastenings including buttons, poppers, zips and laces. When eating our lunch we will be encouraged to use cutlery independently and effectively, when appropriate.

Mathematics

As **enquiring** mathematicians we will...

- Introduce the concept of 1 ten – making this practically in different ways
- Introduce 11 as 1 ten and 1 one – making this practically and relating each digit to its place value.
- Count forwards and backwards from different numbers
- Use 2 dice and add on from the first dice
- Introduce 12 as 1 ten and 2 ones.
- Look at how each digit corresponds to its place value.
- Introduce arrays as columns and rows
Look at 12 as being 3 lots of 4 or 4 lots of 3 or 6 lots of 2 or 2 lots of 6
- Look at other ways in which 12 can be segmented and use the vocabulary of 'add' and 'plus' to show how they total 12 when combined.
- Look at what we double to get 12. Can we halve 12? Can we halve 11?
- Introduce 13 as 1 ten and 3 ones.
- Introduce 14 as 1 ten and 4 ones.
- Look at what we double to get 14. Can we halve 14? Can we halve 13?
- Explore if we can share 13 or 14 things between 2,3,4 or 5 people? How many do they each get?
- Introduce 15 as 1 ten and 5 ones.
- Recap the equals sign (balancing bridge)
- Introduce 16 as 1 ten and 6 ones.
- Introduce 16 as a square number. Recap other square numbers (9, 4)
- Look at what we double to get 16. Can we halve 16? Can we halve 15?
- Explore if we can share 15 or 16 things between 2,3,4 or 5 people? How many do they each get?
- Introduce 17, 18, 19 as 1 ten and x ones.
- Look at what we double to get 18. Can we double numbers to get 17 and 19? Can we halve 17 and 19? Why? We will relate this to odd and even.
- Can you share 17, 18, or 19 things between 2,3,4 or 5 people? How many do they each get?

Understanding the World

As **inquisitive** learners we will be...

People and Communities

Developing our understanding that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

The world

Making observations of a variety of animals and mini-beasts. We will look at the lifecycles of some animals. In Forest School we will explore minibeasts in their natural habitats.

Technology

We will use a range of programmes on the IWB and iPads to support our learning.

Religious Education

As **caring** and **respectful** children of Britain we will learn about the Sikh faith with our friend 'Gurpal'.

Our Jigsaw piece is
'Relationships'



We will be learning about how to make and keep friends, how to solve friendship problems when they occur and how to show respect in how we treat others.

Our Assemblies Value is

Service

How many legs have you got?

Reception Summer A



Home Learning

Take a walk around a garden, park or outside area. What minibeasts can you find? Take a photo and upload it to Tapestry to show your friends.

Enrichment

We will enjoy watching our class caterpillars change into butterflies!

We will also meet some other minibeast friends!

Expressive Art and Design

As **creative** artists we will be learning to...

Creating with Materials

We will be inspired by the scientific drawings of 'Maria Merian' and will create our own observational drawings of different minibeasts. We will work collaboratively, in groups of 2 or 3 and use 'Brusho' to create a background wash of a wildflower meadow in blues and greens.

Being Imaginative and Expressive

In our storytelling sessions we will learn to orally retell the story of 'The Very Hungry Caterpillar'. We will deepen our understanding of the story through dance, drama and music.



PSED

As a **kind** and **gentle** member of our class we will be learning..

Making relationships

To understand that someone else's point of view can be different from my own. We will be beginning to resolve minor disagreements through listening to other children to come up with a fair solution.

Sense of Self

To be more independent and resourceful in finding support when I need help or information.

Understanding Feelings

To know when and how to stand up for myself appropriately. We will talk about ways of keeping ourselves and others safe.