

Communication and Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary and use it through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian.

Understanding the World

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them

Physical Development

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups

Important Dates:

29th April – Celebration of Culture day- Eid

30th April – Theme day – Re-e-wind

19th May - Theme day - A Moment in Time

Summer Term 1 Minibeast Mayhem

Reception

Minibeast hunt – Search for minibeasts in your garden, local area or park.

Learn and sing some minibeast rhymes or poems.

Scissor skills – draw simple patterns eg zig zags, wavy lines on long strips of paper and ask your child to cut along the line.

Spend time painting and drawing pictures. You could also use brushes and water to paint on walls or the ground outside.

While out for a walk or looking out of the window, point out seasonal changes in the world around you. What are the signs your child can spot for spring and summer?

Look at interesting pictures together, ask your child to describe something in the picture, encourage your child to use a full sentence.

What can we try at home?

Mathematics

Subitise up to 5.
Count beyond ten.
Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0–5 and some to 10.
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Continue, copy and create repeating patterns.
Compare length, weight and capacity.

What can we try at home?

Play simple board or card games together.
Play games and do activities which involve counting aloud to 20 and beyond eg playing hide-and-seek or counting how many steps it takes to walk from one room to another.
Set up a tea party with some toys. Encourage your child to practise sharing out food, cutlery, plates and cups equally between each of the toys. Talk about which amounts could be distributed equally and which could not.
Read and discuss stories together – act out favourite stories.
Identify letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words.
Make some word cards to play games with eg bingo, memory game, snap.
Play I spy.

This half term, we will be reading the books:

Twist and Hop Minibeast Bop - Tony Mitton
Norman the Slug with the Silly Shell – Sue Hendra
Aaaarrgghh Spider – Lydia Monks
Christopher's Caterpillars - Charlotte Middleton
The Very Greedy Bee – Steve Smallman
Superworm – Julia Donaldson

Engage:

A minibeast hunt

Express:

**Caterpillar to butterfly –
watch them grow then let
them go.**

Literacy

Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonic programme.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Key Vocabulary:

Week 1 – crouch, silky, glisten, shrinks
Week 2 – skulked, amazing, spoilt, slither
Week 3 – lonely, clever, proper, introduce
Week 4 – mystery, marvellous, suggestion, examined
Week 5 – gobbling, slurping, wailed, glowing
Week 6 = squirm, disaster, perch, dreadful