

We will be learning:

- To write for meaning and purpose.
- To describe some of the features of non-fiction texts.
- To use talk to reflect on past experiences.
- To talk about how we feel about, treat and care for animals.
- To explore the natural world around them, including similarities and differences (plant seeds and care for growing plants).
- To understand the key features of a lifecycle of an animal and plant.
- To make predictions, ask questions and make connections between books and their own experiences.
- To explore stories through role play.
- To retell stories with increasing accuracy and detail, and to develop own storytelling skills.
- To double single-digit numbers.
- Continue, copy and create repeating patterns and correct and error in a repeating pattern.
- To recognise odd and even numbers.
- To explore the inverse relationship of addition and subtraction.
- To identify and explore number bonds to 10 and subtract numbers within 10.
- To develop an increasing familiarity and confidence with addition by combining two or more numbers to make a new quantity.

Please talk to your child's class teacher if you have any questions.

Reception Overview – Summer 1

Our core story this half term is: **The Extraordinary Gardener by Sam Boughton**

(This is just a snapshot of what your child will learn this half term. We will be responding to children's interests and building on their learning).



At home you could:

- Read daily and record this in your child's reading record.
- Have a go at planting your own cress seeds at home to compare with our growth at school. Ask your child to tell you or help you write the instructions for growing these.
- Look for repeating patterns in your environment
- Practice adding and subtracting two from a total using board games.

Key Vocabulary:

Fiction – a book that is created from the imagination.

The Extraordinary Gardener – ordinary, roamed, soared, eventually, imagining, planted, tools

Phonics: **Phoneme** – a single letter sound, **grapheme** – written letter(s) that represent a sound, **blending** – pushing sounds together to make a word, **segmenting** - splitting up a word into the sounds it is made from, **digraph** – two letters that make one sound e.g. /sh/, **trigraph** – three letters that make one sound e.g. /igh/.

Maths: more, less, count, total, quantity, order, altogether, add, subtract, equal/s, repeating pattern, group, equal groups
subitise – to recognise a small amount without counting.
Double, odd, even, inverse.

Key Skills for your child:

- To write instruction sentences.
- To use time vocabulary such as 'first', 'next', 'then' and 'finally'.
- To listen attentively and to respond with relevant comments or actions.
- To use a range of ambitious vocabulary, applying this throughout the day and in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- To be able to share and take turns with classmates.
- To continue to develop good pencil control, forming letters and numbers with increasing accuracy.
- To be able to write their name and short labels, captions, or sentences independently,
- To read and increasing number of harder to read and spell words, such as 'some' and 'into'.
- To read with increasing fluency and understanding.
- To understand their own feelings and to consider the feelings and opinions of others.
- To know when and how to ask for help.
- To make comments about what they have seen/heard and ask questions to clarify their understanding.
- To offer explanations about why things might happen.
- To move our bodies demonstrating co-ordination and control.