



**Summer 1 Learning Themes:** Life Cycles, butterflies, plants, growing, sunflowers, beans, our local area walk, people who help us, World food safety day, staying safe, Theatre Company visit- Sunflowers and Stormy Days, Forest school (each Friday)

**Weekly Enrichment Activities chosen by the children**

## Our Learning in Reception: SUMMER TERM 1

**Understanding of the World (UTW)-** Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. The children will be going on a walk together around the local area. To identify landmarks and create a map.

**Expressive Arts and Design (EAD)-** Exploration of Vincent van Gogh through texts, videos, discussions and teacher demonstrations, children to recreate their artwork. Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this.

**Personal, Social and Emotional Development (PSED)- Expressing Feelings (SR)** Children try and share, take turns, reason and look after one another. They apologise if they hurt someone accidentally or make someone else upset.

**Development of Self-awareness, keeping healthy (MS)** Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.

**Development of social Skills (BR):** Children continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.

**Physical Development (PD)-** The children will continue to have access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children. P.E Lessons will focus on physical activities in the outdoor area – both child initiated and adult guided, balls in outdoor area.

English Texts + Focus	Maths
Jack and the Beanstalk The Tiny Seed Katie's Sunflower (Fiction) Seed to Sunflower (Non-Fiction) Oliver's Vegetables The Very Hungry Caterpillar by Eric Carle The Woolly Bear Caterpillar by Julia Donaldson  Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence/caption which may include a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	<b>To 20 and Beyond:</b> -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13)  -Build numbers beyond 10 (14 – 20)  <b>How Many Now?</b> -Add more -How many did I add? -Take away -How many did I take away? <b>Manipulate, compose and decompose</b> - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes - Checkpoints

**Communication + Language (C+L):** Children are developing their attention skills to both listen and continue with an activity. Carpet time, group work, asking children questions about stories or work they are completing.

**Literacy: Phonics/Reading- The children will continue daily streamed RWI sessions each day.**

During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read.

**Reading Comprehension:** Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incu Wincu snider arand old duke of York

## General reminders

- Water bottles are provided in school
- PE for Reception will continue to be on a Friday. Children are to come to school in their PE kits on this day.
- We ask for a £1 donation each week for snack and resources e.g. play dough
- Please make sure ALL uniform is labelled
- Spare clothes needed in a bag in school
- Follow 'North Walkden Primary School' on facebook for lots of pictures of our learning journey at school.

-On hot days, please make sure that the children have suncream on and bring a labelled sun hat.

- Please make sure that all coats are clearly labelled with your child's name.

- No football shirts/kits to be worn on PE day. Only plain white T-Shirts and plain black trainers.

## Links to learning...

### Phonics, Reading and Writing

<https://www.ruthmiskin.com/parentsandcarers/>

#### Read Write Inc. Phonics Handwriting phrases

Use these handwriting phrases to help your child to remember how to form each letter correctly.

Always practise writing sitting at a table and write on paper using a sharp pencil.

1. Write the letter in the air as you say the phrase. Ask your child to practise in the air with you.
2. Help your child to say the phrase as they write the letter on paper.
3. Always praise your child for their efforts. Focus on correct formation rather than size.
4. Aim to practise with your child for a short time each day.

**m** Maisie, mountain, mountain

**a** round the apple, down the leaf

**s** slither down the snake

**d** round the dinosaur's bottom, up its tall neck and down to the feet

**t** down the tower, across the tower

**i** down the body, dot for the head

**n** down Nobby, over his net

**p** down the plait and over the pirate's face

**g** round her face, down her hair and give her a curl

**o** all around the orange

**c** curl around the caterpillar

**k** down the kangaroo's body, tail and leg

**u** down and under, up to the top and draw the puddle

**b** down the laces to the heel, round the toe

**f** down the stem and draw the leaves

**e** lift off the top and scoop out the egg

**l** down the long leg

**h** down the head to the hooves and over its back

**r** down its back and then curl over its arm

**j** down its body, curl and dot

**v** down a wing, up a wing

**y** down a horn, up a horn and under its head

**w** down, up, down, up

**z** zig-zag-zig

**q** round her head, up past her earrings and down her hair

**x** down the arm and leg and repeat the other side

OXFORD

Ruth Miskin  
Training