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## Reception Summer 1

Our Texts this half term will be:



The phonics sounds we will be learning this half term:

Review Phase 2 & Phase 3:  
ai ee igh oa oo ar or ur oo  
ow oi ear air er

Our Tricky Words this term are:

was, by, you, they,  
my, all, are, sure,  
pure

**In Maths, we will know :**

**All about numbers 9 and 10**









**We will look at-**

- numerals 9 & 10
- composition of 9 & 10
- 1 more/less than focus numbers
- Double 5 is 10
- count beyond 20
- combine two groups of objects.
- count to 30 (min) in order
- Compare quantities to 10
- Explore the double patterns up to 10
- Add 2 single digit numbers
- Order numbers to 10
- odd and even numbers up to 10
- order objects by height

**Significant Events-**

Visit a Church – Date  
TBC

The Minibeast Man -  
TBC

| Area of Learning  | Sticky Learning Words  | Skills  |
|---|--|---|
| <b>Science</b><br>   | Habitat, ocean, desert, hot, season, summer  | I can describe some habitats that different animals like to live in<br>Eg ocean, desert<br>I can describe the effect of Summer (season) on the natural world around me and others.<br>I can use touch, smell and feel to observe the changes of the seasons   |
| <b>Geography</b><br> | Same, different, world, country, hot, airport, busy, quiet, calm, far, near, big, village, town, desert, city, London, Africa, ocean | I will recognise similarities and differences between life in this country and life in other countries.<br>I will describe contrasting locations eg under the sea<br>I will use images, video clips and text to understand the wider world.<br>I will draw simple maps of imaginary story settings. |
| <b>History</b><br>   | now, then, in the past, old, new, King   | I can describe a famous person in 'Living History' – King Charles'<br>I can sequence two familiar objects/photos now and then.  |
| <b>R.E</b><br>       | Church, Christian  | What happens in a church?<br><br>I will talk about what happens in a church.  |
| <b>Art</b><br>       | Watercolour, mix, change, hot, cold, silhouette, paper mache   | I can use mark making tools to make drawings that represent ideas or tell a story eg Handa's journey<br>I can describe hot colours.<br>I can use watercolours to create painted artwork.<br>I can create some 3D art using paper mache.   |
| <b>DT</b><br>      | blender, chop, blend, cut, tools, safe ingredients   | I can chop and blend fruit to make a fruit smoothie.<br>I can use tools safely.<br>I can talk about what I like/ dislike about my fruit smoothie.   |
| <b>PE</b><br>      | Obstacle, balance, Walk Jog Throw Target Jump Run Hop Skip Fast Pass   | I can follow instructions involving several ideas or actions (obstacle)<br>Use movement and skills with developing balance and coordination during races<br>I can work as part of a team.   |
| <b>Music</b><br>   | instruments, listen, sing, play, high, low, long, short, instruments, sounds, loud, quiet  | I can listen attentively and talk about music expressions feelings and responses towards African music.<br>I can explore African instruments eg African drums, rainmakers and discuss their sounds.<br>I can experiment performing songs and music together with body movements to a steady beat.   |

