

We will be learning:

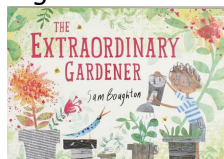
To write for meaning and purpose.
To describe some of the features of non-fiction texts.
To use talk to reflect on past experiences.
To talk about how we feel about, treat and care for animals.
To explore the natural world around them, including similarities and differences (plant seeds and care for 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.