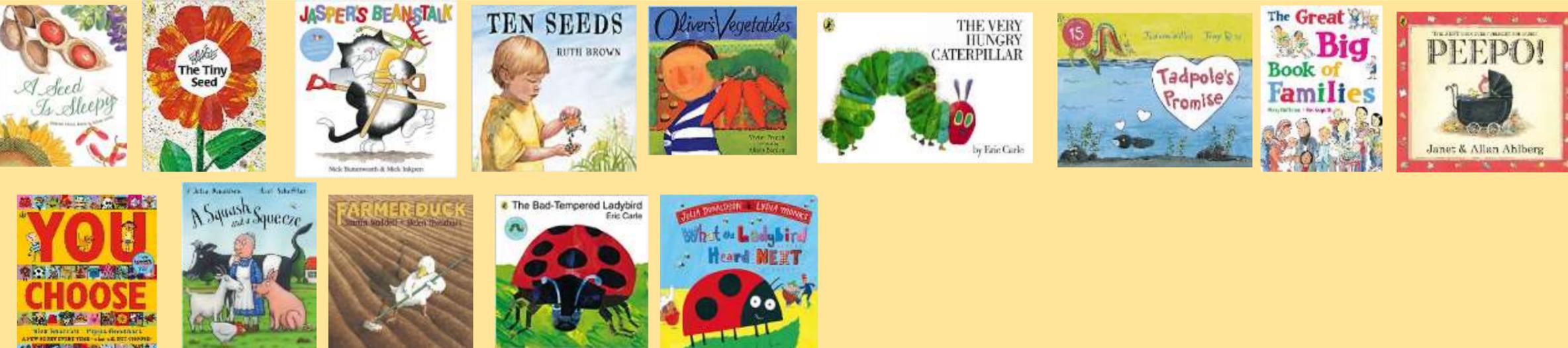
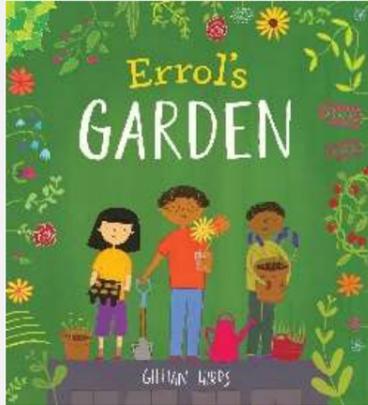
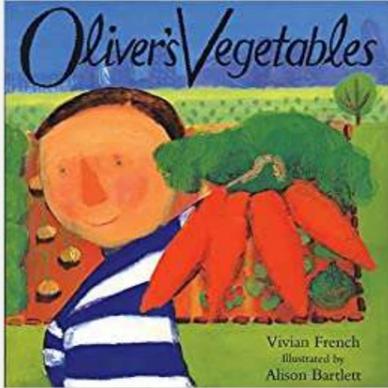
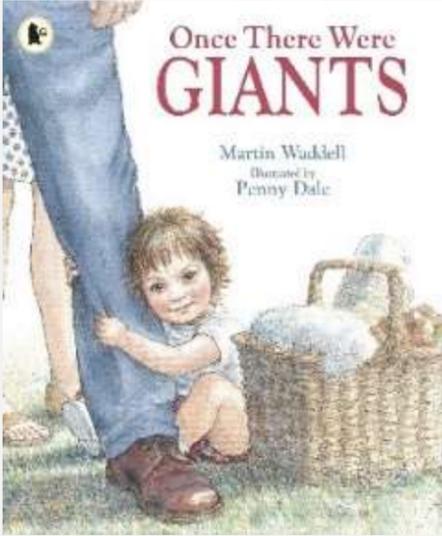


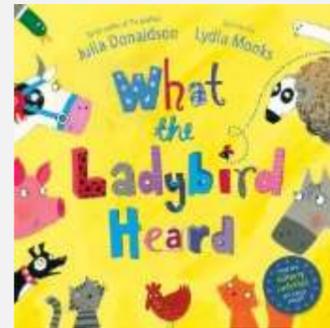
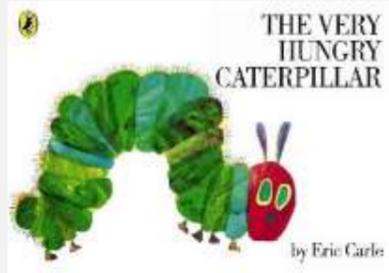
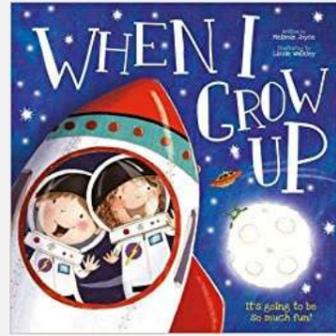
Summer 1

<p>Summer 1 Possible Themes and Interests</p>	<p>GROWING  FAMILY AND GROWING UP  LIFE CYCLES  ASPIRATIONS  FARMS </p>
<p>Summer 1 Literacy Texts</p>	
<p>Supporting Texts</p>	
<p>Other additional texts</p>	
<p>Suggested Texts</p>	
<p>Poetry</p>	<p>Poetry Basket Summer 1 Term I Have a Little Frog Dance by Nancy White Carlstrom Pitter Patter Sliced Bread A Little Shell Five Little Peas</p> <div style="border: 1px solid black; padding: 5px; background-color: #d3d3d3; width: fit-content; margin-left: auto; margin-right: auto;"> + Daily songs, nursery rhymes and school/class songs. </div>

<p>What are we learning?</p>	<p>Key Themes</p> <ul style="list-style-type: none"> • Growing flowers • Growing vegetables • Past - when I was a baby • Families • Future - when I grow up • Farms • Relationships 	<p>Reception</p> <p>Term 5</p> <p>2022</p> <p>Key Texts:</p>	<p>Key Experiences</p> <ul style="list-style-type: none"> • Planting flowers and vegetables • Making hand-cut chips • Talk about my family - share photos • School trip - visit to Chew Valley Animal Park • P.E. lessons with coaches • Forest school • Sports Day • Swimming for half the children
<p>Communication and Language</p> <ul style="list-style-type: none"> • Maintain attention in different contexts • Keep play going in response to the ideas of others and engage in conversation relevant to play theme • Use speech to resolve problems with adult support • Ask questions to check understanding of a text or task • Speak in full sentences • Talk with a partner in back and forth conversation • Learn rhymes, poems and songs • Engage in story times and non-fiction books • Learn and use new vocabulary • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Retell/create stories in their own words and for teacher scribing (Helicopter Stories) • Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'. 		  	<p>Maths</p> <p>Adding and Subtracting within 10</p> <ul style="list-style-type: none"> • Use real objects to see the quantity of a group can be changed by adding more. • Use the First, Then, Now structure to create mathematical stories in meaningful contexts. • Represent number stories using 10 frames, number tracks and fingers. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Doubles • Odds and Evens • Sharing and Grouping • Counting beyond 20 
<p>Personal, Social and Emotional Development</p> <p>This term in the Jigsaw PSHE scheme, our theme is 'Relationships'</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words 		<p>Understanding the World</p> <ul style="list-style-type: none"> • Develop understanding of life cycles in the context of a variety of plants, butterflies and humans • Explore the natural world around them • Know some of the things plants need to grow • Understand the effect of changing seasons on the natural world around them 	

- I can use Calm time to manage my feelings
 - I know how to be a good friend
- Other
- Managing own dressing and undressing
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Swimming and school trip).
 -

- Physical Development**
- Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
 - Development of threading, weaving, and cutting skills.
 - Hold pencil effectively and comfortably - using the tripod grip in almost all cases. Holds a pencil effectively to form recognisable letters.
 - Know how to form clear ascenders and descenders.
 - 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.
- PE FOCUS**
- Sports day preparation with sports coaches
- Yoga and dance



- Make observations and draw pictures of animals and plants in the natural world around them
- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Further develop an understanding of past present and future through the context of the lives of plants, butterflies and themselves



- Literacy**
- Listen and enjoy sharing and joining in with a wide range of books, poems and songs
 - Suggest how an unfamiliar story read aloud to them might end
 - Give a simple opinion on a book they have read, when prompted
 - Recognise repetition of words or phrases in a short passage of text
 - Play influenced by experience of books
 - Read tricky words: said, have, like, so, do, some, come, were, there, little, one
 - CVCC and CCVC words: blending of words with adjacent consonants that contain graphemes taught in Phase 2
 - Read words containing -ed endings with no change to the root word
 - Read sentences made up of known sounds and tricky words
 - Hold a pencil effectively to form recognisable letters
 - Form the majority of lower-case letters correctly and develop increased accuracy when forming capital letters
 - Spell to write CVCC and CCVC words: segmenting of words with adjacent consonants that contain graphemes taught in Phase 2

- EAD**
- Invent, adapt and recount narratives and stories with peers and their teacher
 - Sing a range of well-known nursery rhymes and songs - including Old MacDonald, A Tiny Seed was Sleeping
 - Use props to retell stories and re-enact events
 - Create collaboratively sharing ideas, resources, and skills
 - Combine different media and skills.
 - Focus on using paint and collage to create pictures in the style of Eric Carle
 - Look at the illustrations of eggs by Sylvia Long and explore techniques to create a similar effect
 - Create creatures out of a single piece of clay to support minimal breakage in the drying process

- Write simple phrases and sentences that can be read by others with increased independence
- Demarcate sentences with capital letters, finger spaces and full stops



How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes together.
- Encourage your child to speak in full sentences and pronounce words clearly.
- Help expand your child's vocabulary by naming new objects in the environment and in books e.g. 'acorn' 'belt'.
- Look at photos shared through the EvidenceMe app together. The photos might help your child to talk about what they have been learning in school.
- Encourage retelling of events and stories following a clear sequence.
- Scribe a story for your child. No longer than a page of A5

Please speak to us if you have any concerns about your child's language development.



Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important now we are doing P.E. and swimming
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Give children jobs to do at home to contribute to family life
- Model using words to resolve conflict
- Talk to children about treating others how you would like to be treated



Physical Development

- Encourage your child how to hold a pencil correctly between thumb and forefinger. This video can offer support <https://www.youtube.com/watch?v=UPg9qpg6Hhg>
- Encourage your child to use a knife and fork correctly
- Encourage children to independently manage jobs that build motor skills. For example, doing up zips and buttons, turning socks the right way out, getting dressed, putting shoes on, drying dishes, carrying bags, cutting up their own food, using scissors etc.
- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.
- Provide opportunities to play with different sized balls. Practise throwing, catching and kicking.
- 'Cosmic Kids' yoga clips are available on youtube and these provide fun, story-based opportunities to practice balance and flexibility



Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Where possible encourage touching each object as it's counted to support counting with 1:1 correspondence.
- Encourage subitising for smaller numbers, instead of counting
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- Practise rote counting together and support your child to go to 100.
- Talk about doubles, halves, odds and evens with your child
- Notice patterns together
- Practice rapid recall of numbers bonds with 5, to 10 and then try 6,7,8,9. Recall of facts without understanding is not helpful and children initially need to explore composition of number with manipulatives. However, once understanding has developed, fluency increases through rapid recall.
- Play the thief game. Start with a number of objects up to 5 (higher if your child is ready). Your child closes their eyes while you steal some objects. The child opens their eyes and has to tell you how many were stolen based on the number remaining.
- The website 'topmarks' has some good maths games for this age group including:
<https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20>
<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>
<https://www.topmarks.co.uk/learning-to-count/underwater-counting>

Literacy

Comprehension

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. Use new vocabulary.

Words reading

- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.
- Listen to your child read their weekly 'Learning to Read with Phonics' reading sheets. These help keep you up to date with what we have been learning in class and what we want children to be achieving.
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practise from a beginner level to reading full sentences.

Writing

- Encourage correct pencil grip and formation (see physical development)
- Help your child to form letters correctly using the mnemonics we have learnt
<https://www.youtube.com/watch?v=RTna1sHYtz8>
- Help them to practise writing letters on a line with ascenders and descenders
- Encourage children to use their 'Special Writing Books' (coming soon)
- Encourage writing to be as neat as possible with a capital letter, finger spaces and a full stop.
- Use the 'Learning to Read with Phonics' sheets for sentences to look, cover, write and check

Understanding the World

- Do some planting at home. Share your journey through Evidence Me. Talk to your child about what helps plants to grow.
- Talk to your child about their family and the different roles that people play
- Look at baby pictures together and talk about how they have changed
- Look at pictures from your own childhood or your parents' childhood. Talk together about how life has changed or things that are the same. You might talk about toys, games, clothes, rules, school, transport, communication. We would love to hear about this via Evidence Me.
- Talk about the jobs of different people you know and discuss what jobs your child may want to do in the future
- Use language to talk about time: past, yesterday, 3 days ago, last week, when you were 3 etc. and the future: one day, when I grow up, tomorrow, next week, this summer, in year 1, in one hour etc.
- Notice farms you walk or drive past. What can you see? What job does a farmer do?



Expressive Arts and Design

- Encourage use of tools to create: stapler, tape dispenser, scissors, sharpener
- Encourage taking care of resources so brushes stay smooth and paints don't dry out
- As you read books, notice and talk about illustrations
- Encourage children to draw, make pictures and models of what they are interested in, see or experience
- Have a go at collage
- Encourage children to draw in their 'Special Writing Books' (coming soon)
- Where possible, watch and talk about dance and performance art, expressing their feelings and responses.
- Listen to a range of music together and talk about how it makes you feel
- Visit an art gallery
- Put on some favourite music to get them moving. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes.
- Ask your child to share some of the poems and rhymes they have learnt in school



