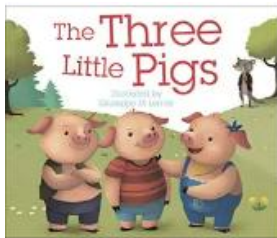
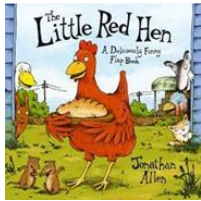


Year R, Summer Term 1

Once upon a time!

Our key texts are:



Personal, Social and Emotional

We will begin to think about others and how our actions and emotions can affect ourselves and those around us. We will discuss the feelings around moving on to a new class. We will manage our own needs independently and work together as a group by: Through circle times, My Happy Mind and P4C we can talk about our feelings and views using our feelings chart. Revisit and follow the Ranger Rules and talk about the things that we are good at.

Communication and Language

We will talk in complete sentences to clarify our own ideas. We will understand and begin to ask who, what where why and how questions. by: Sharing our ideas in circle times and through our P4C sessions, exploring concepts like fairness and right and wrong. We will start to evaluate our own and others work thinking about DT and Art skills.

Literacy

We will know most of our Phase 3 sounds(phonemes) and blend these to read words. We will use our phase 2 and phase 3 sounds to spell simple words to write captions and sentences. We will learn to read and spell phase 2 and 3 tricky words. We will be able to sequence a well-known story by: Taking part in daily phonics, handwriting and guided reading sessions. Reading simple words and phrases in Explore and Challenge time. Write our own simple stories and instructions.

Maths

We will count beyond 10. Recognise numbers to at least 20. Recall our number bonds to 5 and some to 10. We will add and subtract to help us solve problems and explore shape through spatial reasoning. by: We will be able to count to 20, recognising patterns in our number system. We will develop our understanding of number bonds to 10 and recall bonds to 5. We will add and subtract amounts to solve problems and complete puzzles, pictures, and patterns with a range of shapes.

Physical

We will continue to develop our fine motor control to support handwriting, forming some letters correctly and holding a pen accurately. We will work on our ball skills in Real P.E and our balance, co-ordination and agility in Dance. by: Exploring daily the movements related to each group of letters, linked to the Kinetic letters program. We will continue to develop our agility, balance and co-ordination through our Real P.E and Dance unit.

Understanding our World

In RE we will be exploring special food and how this will differ between individuals and groups of people. We will investigate how food items are affected by liquids and melting. We will draw maps and use positional language appropriately. We will look at how items in the home have changed over time by: We will be making observations and thinking about how this has or hasn't changed over time. During RE we will be thinking about what food is special to us and what is special to Christians and why. We make observations and predictions about our investigations. We will make maps linked to stories we have read. We will use real items from kitchens in the past.

Key Vocabulary

Story Language	Once upon a time, suddenly, next, then, said, because, after a while
past	Gone by, already happened
instructions	Detailed information that tell you how something should be done or operated.
Evaluate/review	Think about what you have done and how it went. What worked well? What would you do differently next time?
Windmill	A building with sails that turn in the wind and generate power to grind corn into flour.
Traditional Tale	A folk or fairy story that has been passed down for many generations and is well known within a particular culture.
Map	A drawing of an area such as the land or sea that shows the physical features, cities, roads etc of that area.

Expressive Arts and Design

We will develop our storylines in our pretend play, working co-operatively with others. We will make plans for our creations, talking through and drawing our ideas. We will explore and respond to a range of sounds (Timbre). We will think about food preparation, learn how to safely chop fruit, make bread and decorate gingerbread men and explore changes in bread by: Children will have opportunities to talk through their ideas, sometimes drawing what they want to make. They will design and decorate Gingerbread men and work as a group to make some bread. We will make houses for the Three Little Pigs and explore Timbre through "Rosie's walk" in music.

Year R, Summer Term 1

Once upon a time!

Welcome back to the summer term!

We hope that you all had a lovely Easter break.

This term our books are based on traditional tales. Not only are we going to know them really well but we will begin to use them to help create our own versions by changing characters or events. The children will have opportunities to bake and explore how bread is made. The following information offers some ideas that you may want to try at home to support your child.

Dates for your Diary:

Friday 15th May - Trip to Longdown Farm

Tuesday 30th June - Transition morning to year 1

Tuesday 22nd July - Last day of term

To support your child's learning at home you could:

Personal, Social and Emotional

Talk about how you are feeling, ask your child how they feel about something. Reinforce these ideas when sharing stories, talking about the characters.

Communication and Language

Encourage your child to make plans. What are they going to play with, make, explore? Check in with them to see how it is going. How successful have they been? Play would you rather games over dinner...Would you rather fly an aeroplane or sail a boat. Why? Encourage full sentences at all times.

Physical

Encourage the correct pencil grip and practise cutting skills. Play catch or kick a ball to each other down the park. Can you hit a ball with a racket/bat?

Literacy

Share books every day and ask your child what they think might happen next. Keep practising the tricky words, play games like snap or pairs. Do not forget to tick/write in the reading diary at least 4 times a week.

Keep paper and pencils available so they can be used with your child's play. Use magnetic letters to make simple words. Encourage labelling, writing a caption, or speech bubbles for their pictures.

Maths

Count out amounts from a large group and count given amounts. Ask your children to tell you some ways to make 5, 10, 20. Recall the number that is 1 more or 1 less to 10. Complete puzzles together. Practise counting to 20 and recognising numbers to 20. Practise counting in steps of 2, 5 and 10 up to 20 and beyond.

Knowledge and Understanding

Talk to grandparents or great grandparents about homes in the past, did they have computers? tablets? dishwasher? air fryer? Look at maps when out walking what places can you see on them, how are they represented? Draw your own maps when you get back from an outing. Show children how different materials change through heating and cooling; bread, jelly, chocolate etc. Make some cakes, gingerbread, bread rolls.

Expressive Arts and Design

Draw or paint pictures. Design a gingerbread person/biscuit, cake and then make it. What worked well? What can I improve/change next time?

