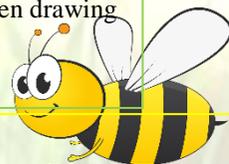
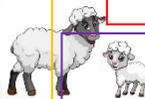


## Communication and Language

- ~ Learning and using new vocabulary linked to 'Minibeasts', 'Ducklings', 'The Farm' and 'Habitats'.
- ~ Describing events in detail such as our trip to the farm, the hatching of ducklings, animals and their young, and life cycles.
- ~ Learning rhymes, poems and songs about the farm, ducklings and minibeasts.
- ~ Engaging in a range of fiction and non-fiction books to find out information about minibeasts, farm animals and ducklings.
- ~ Making comments about what we have been taught and asking relevant questions.
- ~ Making predictions about what might be inside the egg and when it will hatch.



## Physical Development

- ~ Continuing to engage in team games during P.E. lessons ready for 'Sports Day'.
- ~ Learning to write letters on the line and control the size of the letters.
- ~ Developing our strength, balance and coordination during our P.E. lessons and our continuous provision.
- ~ Beginning to show accuracy and care when drawing and writing.

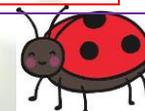
## Literacy

- ~ Naming the letter names in the alphabet and matching them to the correct sound that they make.
- ~ Learning to differentiate between capital and lower case letters, and know when to use them correctly.
- ~ Continuing to orally blend words, write captions and sentences, and be able to read it back to others.
- ~ Continuing to use tricky words in our writing, spelling them correctly.
- ~ Accurately using finger spaces and full stops in our independent writing.
- ~ Reading and writing captions and sentences independently. For example, 'The cat ran into my shed'.
- ~ Anticipating key events in stories and asking appropriate questions linked to the story.

# Summer Term 1

## This half term in Reception we are:

### You can help me by:



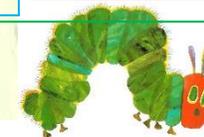
- ~ Supporting me to write independently by providing regular opportunities to write. For example, writing a shopping list, writing a sentence about what you have done at the weekend and writing birthday cards.
- ~ Encouraging me to read words and sentences when we are out and about. For example, street signs, menus and shop names.
- ~ Provide me with a variety of texts to look at and read. For example, newspapers, comics, menus and magazines.
- ~ Encourage me to use tools to develop my fine motor skills. For example, using scissors and a knife and fork correctly.
- ~ Providing frequent opportunities to count and recognise numbers beyond ten. For example, can you count eleven grapes?

## Personal, Social and Emotional Development

- ~ Learning to work as a team and recognise that during team games, it is the taking part that counts.
- ~ Being encouraged to share our feelings with adults and peers and talk about why we feel that way.
- ~ Continuing to talk about the different factors that support our overall health and well-being. For example, healthy eating, brushing our teeth, exercise, a good night's sleep and being a safe pedestrian.
- ~ Looking in greater depth at our oral hygiene and talking about why it is important to look after our teeth.
- ~ Looking at what foods and drink are good for our health.

## Expressive Arts and Design

- ~ Using different media to create minibeasts during continuous provision.
- ~ Sharing our creations, explaining the process we have used.
- ~ Creating observational drawings/paintings of farm animals, ducklings and minibeasts.
- ~ Making and using props to act out narratives and stories. For example, 'Old MacDonald' and 'Fix it Duck'.
- ~ Inventing, adapting and retelling narratives in small groups.
- ~ Performing songs, rhymes, poems and stories with others and trying to move in time with music.



## Mathematics

- ~ Building numbers beyond ten using a variety of resources and ten frames.
- ~ Learning that numbers are composed of full tens and part of the next ten.
- ~ Counting on and back beyond ten, recognising the counting pattern.
- ~ Learning which number is one more or one less than a given number to twenty.
- ~ Ordering numerals to twenty and counting out objects up to twenty.
- ~ Adding and taking away numbers to ten and beyond, and writing our own number sentences. For example, '1+9=10'.
- ~ Completing a variety of jigsaws and looking at spatial awareness. For example, matching a shape to its corresponding outline.

## Understanding the World

- ~ Talking about different life cycles. For example, the life cycle of a butterfly, frog, chicken and duck.
- ~ Observing a duck egg hatch from the incubator and watching the duckling grow.
- ~ Caring for the ducklings and looking at the different parts of a duckling.
- ~ Exploring farm animals and their young on our trip to Ash End Farm (Monday 23<sup>rd</sup> May).
- ~ Looking at how to care for farm animals.
- ~ Exploring and comparing the different minibeasts, looking at what they are called, where they live and what they look like.
- ~ Going on a minibeast hunt and building 'bug hotels'.
- ~ Looking at minibeasts in different countries.