

Communication and Language

- Asking **who, what, why, where, when and how** questions for the fairies in our 'Fairy Garden'
- Talk partner work during all carpet sessions
- Sharing thoughts, feelings and experiences during circle time sessions
- Learning new vocabulary related to nature and the garden
- **Make comments about what they have heard and ask questions to clarify their understanding.**
- **Express their ideas and feelings about their experiences using full sentences**
- **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**

Personal, Social and Emotional Development

- Discuss looking after the environment and ways that we can care for the world.
- Jigsaw – Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills
- Adapting behaviour to different social situations, including having lunch in the school dining hall.
- Taking part in whole school events and assemblies
- **Identify and moderate their own feelings socially and emotionally.**
- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.**
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**

Physical Development

- Handwriting and RWI sessions
- P.E.- Games; Develop ball skills, balance and team skills.
- Manipulating malleable materials- modelling clay and play dough.
- **Know and talk about the different factors that support their overall health and wellbeing:**
- **Further develop the skills they need to manage the school day successfully:**
- **Use a range of small tools, including scissors, paintbrushes, and cutlery.**
- **Further develop the skills they need to manage the school day successfully - lining up and queuing. mealtimes, personal hygiene when Reception children start to have lunch in the**

Understanding of the World

- Growing plants and taking care of plants
- Make a Butterfly Garden and leaning about the life cycle of butterflies.
- Bird spotting
- Weekly Spanish sessions
- **Explore the natural world around them, making observations and drawing pictures of animals and plants.**
- **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**
- **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**

Mathematics

- **Week 1** – Unit 13: Exploring more complex patterns and doubling
- **Week 2** – Unit 14: Adding by counting on and repeating patterns
- **Week 3**– Unit 14: Subtraction by counting back and subtraction using concrete resources
- **Week 4** – Unit 15: Numbers to 20 and addition & number bonds to 10
- **Week 5** – Unit 16: Numerical patterns - Doubling and number bonds to 10.
- **Week 6** – Unit 16: Numerical patterns - halving and sharing and 2d / 3d shapes

Literacy – Writing

- Holiday News and weekend news
- Daily handwriting practice
- Fine motor skills – letter formation and handwriting
- Draw and annotate a picture to show some of plants and animals around our school
- Descriptive writing about birds, plants and flowers
- Bird spotting lists
- Writing 'What I've seen in my garden' Fact files
- Applying RWI letter/sound knowledge to writing activities
- Writing letters to the garden fairies
- **Write short sentences about nature with words with known letter-sound correspondences using a capital letter and full stop**

In the garden Summer Term 1 Reception



Expressive Arts and Design

- Observation drawing and paintings of plants
- Using playdough to make minibeasts
- Designing and creating a Fairy Garden
- Sing songs about wildlife
- Role play props and activities related to going on a trip
- **Explore and engage in music making and dance, performing solo or in groups.**
- **Return to and build on their previous learning, refining ideas and developing their ability to represent them.**
- **Create collaboratively sharing ideas, resources and skills**

Literacy - Reading

- Reading non-fiction books to obtain information on nature, animals, plants and the environment and how to care for the planet
- Reading core texts and other quality texts to promote vocabulary development
- RWI – daily RWI lessons
- Explore and discuss nature in our local community/
- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**
- **Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.**
- **Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.**

Core books

- Week 1 (15.04.24): **Extraordinary Gardener** by Sam Boughton
- Week 2 (22.04.24): **Betsy Buglove Saves the Bees** by Catherine Jacob and **Bee: Nature's tiny miracle** by Patricia Hegarty
- Week 3 (29.04.24): **Monkey Puzzle** by Julia Donaldson & **There's a Tiger in the Garden** by Lizzy Stewart
- Week 4 (06.05.24): **How the Birds got their Colours** by Mary Albert and **Owl Babies** by Martin Waddell
- Week 5 (13.05.24): **Oliver's Vegetables** by Vivian French and Alison Bartlett
- Week 6 (20.05.24): **Seasons** by Hannah Pang

Other books (both fiction and non-fiction) linked to these subject areas will be read throughout the half-term

Key dates

Monday 15.04.24: Return to school!
Science Week: 15.04.24 – 19.04.24
Monday 22.04.24: Earth Day
Monday 06.04.24 May Bank holiday
Parents' Evening dates: 23.04.24, 25.04.24, 30.04.24 (4pm – 6:30pm)
Wednesday 15.05.24: Reception trip to the Museum of London in Docklands
Monday 27.05.24 – Friday 31.05.24 incl. Half term