

## Literacy

**Phonics (RWI)** – Children read a wide range of RWI texts. Children encouraged to read for enjoyment.

**Reading** - Children read books in line with their phonics knowledge. Daily 15-minute class story time and discussion. Sharing books selected by children to take home 3 times a week to develop a love for reading.

**Talk4 Writing** - Oliver's Vegetables.

## Mathematics (White Rose and NCETM)

continue to develop their counting skills, counting larger sets as well as counting actions and sounds

- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek



## Understanding the World

**Significant Person** – Adam Henson

**Past & Present** - Comparing olden day farming to modern day farming.

**People, Culture and Communities** – What times/stories are special to people of faiths other than Christianity and why? Who is in our community and what do they do? (Visit by a farmer) Local farmers market

**The Natural World** – Summer Farm life Where do animals live? Grouping and classifying animals Growing fruit and vegetables from farm to plate.

## Communication and Language

- To know a range of facts.
- To engage in meaningful conversations with others.
- To be able to talk about how different people help us.

## Reception

### Summer term 2 Overview



Our Topic this term is:  
Down on the Farm

## Physical Education



**Fine motor** - Further develop my fine motor skills. Control letter size and write on the line.

Refine control when using pencils, paintbrushes, scissors etc. Cut out shapes independently. Do buttons up myself

**PE** - Work safely and develop running and stopping.

Develop throwing and learn how to keep score.

Follow instructions and move safely when playing tag games.

Play games showing an understanding of different roles within it.

Work cooperatively and learn to take turns.

Work with others to play team games.

## Personal, Social and emotional Development

Jigsaw PSHE: Changing Me



I can name parts of the body.

I can tell you some things I can do and foods I can eat to be healthy.

I understand that we all grow from babies to adults.

I can express how I feel about moving to Year 1.

I can talk about my worries and/or the things I am

looking forward to about being in Year 1.

I can share my memories of the best bits of this year in

Reception.

## How can you help at home?

Share books and stories regularly and ask your child questions about what you have read. Help your child learn their sounds and tricky words when these are sent home. Practise writing their name, showing them the correct letter formation. Help your child learn to count, recognise, order and build numbers to ten and beyond.

## Expressive Arts and Design

**Andy Goldsworthy** - (create nature art)

**In the kitchen** – vegetable soup and using our own home grown veg in food dishes

**Modelling** – flowers.

**Joining focus** – tying string

Domestic role play area.

**Enhancements** - taking care of pets. -farm shop -Bakery - farm house

**Music Express** - Growth and Green. Let's go green. Working World.