

Summer 1 2024-25/1445

RECEPTION LEARNING PLAN



Assalaamualaikum Wa Rahmatullaahi Wa Barakatuh,

As we enter the first half of the summer term,

I would like to inform you of what the children will be learning in Reception. It would be of great benefit to your child's progress if you provided help and support in these areas.

JazakAllah Khayr!

Was-Salaamu 'alaikum

Ustadah Nafisah

Maths

Unit 12: Subtraction

This unit builds on the concept of number bonds to 10, this time focusing on subtraction number bonds. Children will work with part-whole models to 'break apart' 10 and identify the different bonds created. Children will be introduced to the 'finding a missing part' structure of subtraction from 10. This unit gives children the opportunity to see the inverse relationship between addition and subtraction. Children should use their knowledge of addition number bonds to 10 to help them.

Unit 13: Exploring Patterns

In this unit, children will be encouraged to recognise, extend, create and explain simple repeating patterns. They will consider patterns not just in pictures but in their everyday environment and using sounds, words and actions.

Counting on and counting back

This unit focuses on counting forwards and backwards from a given number in order to add and subtract. This strategy is more effective than other methods of addition and subtraction, therefore children need to become familiar and confident with this strategy.

Numbers to 20

This unit focuses on exploring numbers from 10 to 20. This is their first encounter with two-digit numbers so it is important they understand that tens numbers are formed with a ten and some ones. The understanding of tens and ones is key to understanding the structure of numbers.

Numerical Patterns

This unit introduces the mathematical patterns of doubling, halving and odd and even numbers. At this stage, children will explore the patterns and practise using the new vocabulary. Children will continue to build on this early understanding as they move through KS1 and KS2.

English & Phonics

Text

The Tiny Seed

I Will Not Ever Eat A Tomato

Reading

-All children **must be able to read CVC and CCVC/CVVC words at this stage of Reception.**

Children should be able to read simple sentences in books in line with their phonetic knowledge.

-Practicing **comprehension** after reading stories/books through the 5 W's- Who, what, where, when, why?

Phonics Targets for Summer 1 & 2:

- Revision of all sounds from Stage 1, Stage 2 and Stage 3 (refer to sound booklet in phonics folder)
- Children should at least recognise 3/4 of all diagraphs learnt in Stage 1, 2, 3 AND be able to recall at least 1 word for all sounds e.g. 'igh' as in 'f-r-igh-t'
- All Letters should be formed correctly when writing.
- Children should be able to read first 3/4 lines of the tricky words sheet in folders.

Writing

Children must be able to use their phonetic knowledge and phonics sound mat to construct a sentence using finger spaces and full stops. For example "I went to see my Grandma" "I am going to the park". Children need to also practice writing simple sentences at home as well as school to become good writers.



Homework.

ONGOING: Phonics Sound Booklet & Qaida & Quran Folder- Children **must** read and practice writing sounds learnt in phonics at home every week as they will be tested on Monday-Wednesday's in order for us to track their progress. At this point in Reception we are setting the foundations of their ability to read and write therefore it is important there is consistency in their school-home learning expectations in phonics.

Plant Project- As part of their topic next term children are to create a 3D 'Life cycle of a Plant' project showing what a plant looks like from the start of its journey to the end. This is also in line with the current book being studied "The Tiny Seed". You are free to use any arts and craft materials to create this project, go wild!

Early Learning Goals

Communication and Language

Raising their hand to speak- Silver Rules.

Speaking in full sentences and sharing their past experiences. Making connections such as relating personal experiences to things discussed in class.

Answering and understanding who, what, where, when, and why questions in detail. Being able to sequence events of a story/timetable chronologically using vocabulary of First, Then, Next, Finally.

Personal, social, emotional, development

Developing confidence- Making mistakes and learning from them to build resilience

Becoming more independent- Less reliant on adults to complete simple tasks and being able to control immediate impulses to follow directions quickly.

Physical Development

Developing important skills such as balancing, throwing, catching, dodging, gymnastics, running by negotiating and observing space safely, skipping, hopping- Gross Motor Skills.

Holding a pencil effectively with a comfortable grip- Fine Motor Skills.

Understanding the World

Eid celebrations in the first week back- making Eid cards, exchanging gifts, dressing up, talking about/writing about what they like to eat on Eid, presents they may get, Eid party,

Topic for similarities and differences between things now and in the past: Toys from the past. Comparing toys children's parents may have had compared to the toys/gadgets they have now and the material of them such as wood, plastic, metal, fabric. Making a toy from the past: cup and ball using various materials.

The Natural World: Changing Seasons- Due to now being in the summer term children will have an opportunity to compare seasons with each other through paintings of trees in different seasons, new life compared to other seasons, plants or food which may grow in specific seasons.

Continuing Spring & Introducing Summer (Will continue into summer 1)- Changing weather and season to spring, signs of spring which is called the season of 'new life' due to flowers blossoming, bees collecting nectar, baby lambs are born, plants growing

Life cycle of a plant, how to plant a seed, what plants need to survive

Life cycle of animals such as butterflies, chicks, flowers, ladybird Different types of flowers, learning about minibeasts and going on a spring hunt/walk with a checklist on where to find them

Expressive Arts and Design

Use a variety of materials and resources available in the class to support arts and crafts interests.

Activities for Spring/Summer (to be done in summer 1 now)-

Ladybird paper plate spiral craft activity

2D Shapes chick cutting activity

Fingerprint flowers activity

Life cycle of a plant and animals

How to sow a seed

Minibeasts pebble activity, decorating a pebble into a bee using pipe cleaners, paint, black felt tip, glue.

Trips

Library Visit

Park Visit

ZooLab Animal Workshop (TBC)