

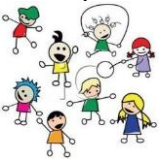





# Reception

We would like to take this opportunity to tell you a little about what is coming up. As a school, we are currently focusing on improving progress in mathematics and writing as part of our whole 'School Improvement Plan'.

Subject	Term 5 Topic overview- In the Garden	Term 6 Topic overview - When I grow up
<b>Personal, Social and Emotional Development</b> 	<p>Jigsaw PSHE: Relationships. Discussing family and friends. Talking about how to make friends, be a good friend and resolve friendship problems.</p> <p>Being organised and encouraging independence in the school environment. Choosing the resources they need with confidence.</p> <p>Looking after themselves and other living things... learning about growing fruit and vegetables. Observing and taking care with minibeasts in the garden.</p>	<p>Jigsaw PSHE: Changing Me Naming body parts. Respecting our bodies and staying healthy. Growing from a baby to an adult.</p> <p>Talking about themselves, their abilities and their achievements over the year. Exploring worries and concerns about moving to year one enabling a positive transition.</p> <p>Celebrating memories from Reception.</p>
<b>Communication and Language</b> 	<p>Answering 'how' and 'why' questions in response to observations of plants and minibeasts and experiences of growing plants and flowers.</p> <p>Explain, predict and speculate about story events and discuss characters.</p> <p>Discuss facts and ask and answer questions in response to non-fiction books about growing in the garden and minibeasts</p>	<p>Explain, predict and speculate about story events and discuss characters in relation to the stories explored this term.</p> <p>Ask questions in relation to job roles and talk about their own aspirations.</p> <p>Use the past tense to reflect on the Reception year and the future tense whilst discussing the transition to Year One.</p>
<b>Physical Development</b> 	<p><b>PE:</b> <b>Gross motor skills:</b> Multi skills, exploring different ways of playing with equipment. Access to large construction, sand pit tools, hoops, ropes, stilts and balls and climbing frame and den making equipment. <b>Fine motor skills:</b> daily finger exercises, button fastening, zips, letter formation, writing opportunities, cutting skills, minibeast craft and design, dough tools, digging and planting in the garden</p>	<p><b>PE:</b> <b>Gross motor skills:</b> Individual and team races, running, jumping and obstacle races. Access to large construction, sand pit tools, hoops, ropes, stilts and balls and climbing frame and den making equipment. <b>Fine motor skills:</b> daily finger exercises, button fastening, zips, letter formation, writing opportunities, cutting skills, craft and design, dough tools.</p>
<b>Literacy</b> 	<p>Blending sounds together to read sentences independently, reading nonsense words and "red words".</p> <p>Listening to stories about gardens, growing and minibeasts. Retelling stories orally and through roleplay. Retelling a story by writing in sentences (in longer writing activities.) Labelling of flowers and plants, and recording observations. Writing minibeast facts.</p>	<p>Independently reading text in the environment, captions, labels and stories as well as reading their own writing.</p> <p>Listening to and discussing stories about careers and job roles. Retelling stories orally and by writing in sentences (in longer writing activities.)</p>



## Mathematics

Counting orally, counting actions, listening to number rhymes and songs.

"Number of the week.... continued"

Exploring numbers 16-20

Understanding composition of teen numbers eg 16 is 10 and 6 more.

Playing games involving identifying number bonds to 5 and 10.

Adding two single digit numbers.

Introducing using a numberline to support counting on.

Subtracting 2 from a number.

Mixed addition and subtraction challenges.

Counting in 2s and 10s.

Measuring and comparing length and height.

Measuring one minute.

Exploring coins up to 20p.

Counting orally, counting actions, listening to number rhymes and songs.

Solving addition and subtraction problems by counting on and counting back.

Recalling number bonds to 5 and 10

Recognising, naming and describing the properties of shapes.

Counting in 2s

Sharing quantities equally.

Talking about position, pattern and place.

## Understanding the world



### In the garden:-

Learning about gardens. Sharing garden pictures. Discussing green spaces in the locality.

Learning the names of flowers

Talking about the different parts of plants.

Finding out about what plants need to be able to grow. (We will test this out in a cress experiment)

Planting and growing - caring for plants and flowers ourselves.

Naming different minibeasts and finding out minibeast facts.

### When I grow up

Discussing how they have changed in their lives so far and talking about future changes.

Mapping changes and life events on a timeline.

Exploring time capsule from September and noting achievements in Reception year.

Looking forward to year one.

Looking further into the future and talking about aspirations - exploring different job roles through stories and discussion.

## Expressive Art and Design



### In the garden:-

Matisse: Snail. Creating our own snail art with 2D shapes.

Observational drawings of flowers and vegetables.

Making tissue paper flowers.

Guiseppe Arcimboldo: Fruit and vegetable faces.

Creating garden designs, planting different seeds to grow things to eat and things that bloom.

Focus on child led art giving children opportunity to make choices and use the skills they have been taught.

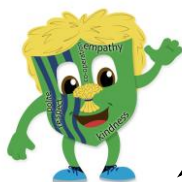
Pen portraits - for comparison to pen portrait at the start of Reception.

Summer paintings

Arts week

Yours sincerely,

EYFS Team



I hope you have a super term at Westfield.

Remember:

- We are BRAVE
- Every day we try our BEST
- Stick at it, we are RESILIENT
- Trust us, we are CARING
- Yes, we are a TEAM