
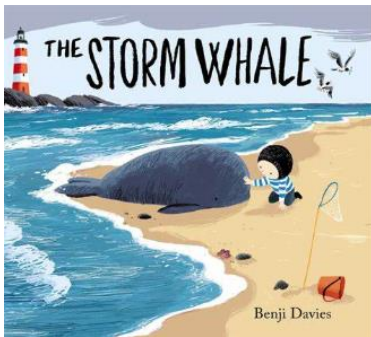

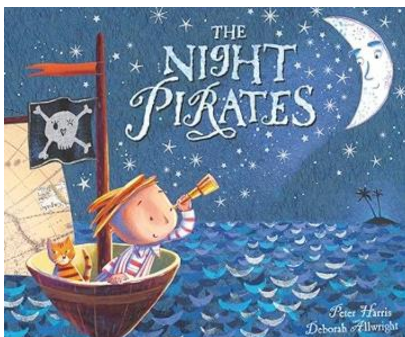
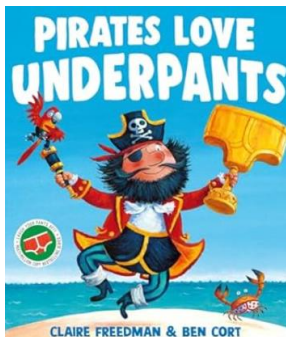


## Wrens termly overview – Summer 2, 2025

<p><b>What are we learning in Reception?</b></p>  <p><i>What adventures can be had at sea?</i></p>	<p><b>Focus texts</b></p>    	
<p><b>PSED</b></p> <p>In PSHE this term the children will be exploring ‘Being my Best’. They will explore how to feel resilient and confident in their learning and name and discuss different types of feelings and emotions. The children will also learn and use strategies or skills in approaching challenges. They will understand that they can make healthy choices and begin to name and recognise how healthy choices can keep us well.</p> <ul style="list-style-type: none"><li>Know and talk about the different factors that support their overall health and wellbeing.</li><li>Express their feelings and consider the feelings of others.</li><li>Identify and moderate their own feelings socially and emotionally.</li></ul>	<p><b>CL</b></p> <p>This term the children will continue to develop their speaking skills, using a range of ambitious vocabulary linked to our topic. We will focus on using patterned story language to retell familiar stories and build narratives in role play and small world contexts. They will continue to develop their understanding of how and why questions and begin to explain their understanding.</p> <ul style="list-style-type: none"><li>Understand how to listen carefully and why listening is important.</li><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Ask questions to find out more and to check they understand what has been said to them.</li><li>Engage in non-fiction books.</li></ul>	<p><b>PD</b></p> <p>This term the children will be developing their movement and gross motor skills within an introduction to athletics in PE. They will explore how to run and jump effectively as well as throw objects towards a target with accuracy. They will also continue to develop their gross motor skills within Forest School sessions.</p> <ul style="list-style-type: none"><li>Revise and refine fundamental movement skills within PE lessons, Forest school and within provision.</li><li>Progress towards a more fluent style of moving, with developing control and grace.</li><li>Develop and refine fine motor skills and hand eye coordination needed for writing.</li><li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li></ul>
<p><b>Maths</b></p> <p>In Maths this term the children will be focusing on sharing and grouping as an introduction to division. They will explore the concept of sharing equally and identify whether quantities have been shared fairly or not. They will also develop their understanding of pattern and position in the unit “visualise, build and map”. They will give instructions to build models and begin to learn mapping skills, using positional vocabulary.</p> <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li></ul>	<p><b>Literacy</b></p> <p>In English this term the children will be exploring a range of stories in Drawing Club, such as Night Pirates, What the Ladybird Heard at the Seaside and the storm whale. They will learn a wide range of ambitious vocabulary linked to each story and will be encouraged to use these throughout each week – please do ask your children what words they have learned in Drawing Club! We will continue to focus on forming letters correctly, writing CVC words and writing simple sentences using capital letters, finger spaces and full stops as well as practising reading sentences and beginning to answer questions about what they have read.</p> <ul style="list-style-type: none"><li>Blend sounds they know to read simple CVC words and sentences.</li><li>Read a few common exception words.</li><li>Continue to learn how to form letters correctly and write simple words.</li><li>Engage in extended conversations about stories, learning new vocabulary and answering what, who, where and why questions.</li></ul>	

**UW**

This term in RE the children will learn about what places are special and why. They will talk about somewhere that is special to themselves, saying why and recognise that some religious people have places which have special meaning for them. The children will also talk about the things that are special and valued in a place of worship. They will begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. The children will get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (or other place of worship) and express a personal response to the natural world. As part of our seaside topic, the children will learn about underwater habitats and animals that live there. They will also learn about the importance of looking after the world around us think about ways that we can care for our planet.

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different way.
- Recognise some environments that are different from the one in which they live.

**EAD**

This term the children will develop and practise threading and weaving techniques using various materials and objects. They will apply their knowledge and skills to design and sew their own bookmarks. In music the children will move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. They will also practise a range of artistic skills using different materials and media to create pieces linked to our seaside topic. The children will also focus on building narratives and storytelling within their play.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

### How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas:

#### Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings *e.g. what fruit shall we buy? How does that story make you feel? What did you like best?*
- Encourage their attempts at independence and don't worry when they don't always get things right *e.g. dressing themselves, doing up fastenings, tidying up.*
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome *e.g. would you like this or that story before you go to bed?*
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

#### Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say, with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.
- Don't be afraid to use more complex vocabulary and explain its meaning.

**Please speak to us if you have any concerns about your child's language development.**

### Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



### Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'. Play counting-based games such as dominoes, ludo, snakes and ladders or snap.
- Play 'spot the number' – focus on the numerals 0 to 9, and challenge your child to find them everywhere –on front doors, clocks, car registrations, birthday cards etc.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

### Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child's interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child's developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

### Understanding the World

- Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.
- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community.
- Ask questions such as, 'what would you like to do when you grow up?'

### Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a 'busy box' with things like string, tape, wrapping paper scraps, lolly sticks, and stickers that your child can use to make whatever they want and ask them to talk about their creations.
- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Five little monkeys' and 'Jack and Jill'.