

Literacy

We will read, listen to, act out and retell the story of *Handa's Surprise*, making sure that we know the text really well. We will create story maps and complete sequencing activities, and will then innovate on the story to create new versions of our own. We will also have lots of opportunity to develop our writing and letter formation, labelling fruit and writing simple sentences. We will continue to develop our phonics knowledge through our daily Read Write Inc sessions.

Expressive Arts and Design

To tie-in with our class story, we will be designing and making African jewellery, as well as drawing and painting fruit. Our focus artist for the half-term will be Jackson Pollock, and we will experiment with using some of his techniques in our own work. Outdoors, we will be engaging in safari role-play, talking about all of the animals we spot!

Physical Development

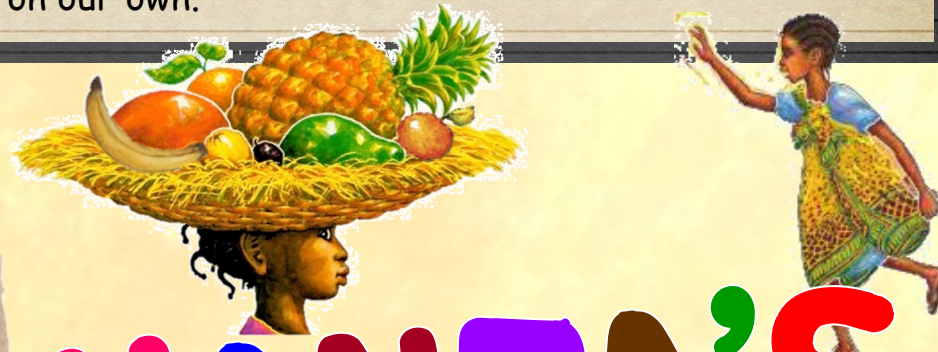
In our weekly PE sessions with Mr Butler, we will continue to develop our coordination and spatial awareness, finding space, moving in different ways and travelling and stopping with control.

In class, meanwhile, we will be developing our fine motor skills, focussing in particular on correct letter formation, and will have lots of opportunities for mark-making throughout the day.

Personal, Social and Emotional Development

We will be developing our turn taking-skills, playing lots of group games and acting out stories together, as well as learning to follow instructions that include several different steps. We will also be building our independence, choosing resources, making decisions and changing clothes on our own.

This half-term, we'll be learning about...



HANDA'S SURPRISE

RECEPTION - SUMMER 2025

Mathematics

As we continue with our *Essentials for Counting* programme, we will be developing our understanding of finding totals, using part-part-whole models to find the missing part and turning these calculations into written addition and subtraction facts. We will begin to split teen numbers into 'ten and some more' (eg. 17 is 10 + 7) to support our understanding. Later in the term, we will be collecting our own data to answer questions such as 'How many children liked avocados?' and thinking about different ways in which we could present this information. We will also be making safari-themed animal patterns and talking about the shapes they are made from and the way they repeat.

Understanding the world

We will be comparing Kenya, where Handa lives, with our part of the UK, thinking about ways in which they are similar and ways in which they are different. Linked to our story, we will also be tasking and describing new fruit and vegetables and discussing our likes and dislikes. We will also learn about lots of the animals found in Africa and imagine what it would be like to live in this part of the world. Finally, we will continue to observe changes in the seasons, looking at how plants grow and animals become more active as Spring properly arrives and then, later on in term, Summer begins.

Communication and Language

We will meet lots of new language as we explore our class story, the brilliant *Handa's Surprise*, including the names of all the fruits and animals found in the area of Kenya where Handa lives. We will taste lots of these fruits, including mangos, guavas and passion fruits, and develop our use of descriptive language to talk about them in detail. We will also discuss the difference between fiction and nonfiction texts. Throughout the term, we will continue to work on our listening and questioning skills. We will be asking and responding to how and why questions, linked both to our class stories and our independent play.

Literacy

- Constant practice of reading and phonics is just about the most valuable thing you can do at home. Try to read with your child as often as possible and talk to them about what you've read.
- We follow the Read Write Inc phonics programme, and they have guidance on supporting your child at home: www.ruthmiskin.com/en/find-out-more/parents/

Expressive Arts and Design

- Act out stories together, sing and dance to favourite songs or encourage your child to tell you stories linked to their play.
- Talk about what your child has made at school and encourage them to describe the way they made it to you - and maybe have a go at making something similar together at home.

Physical Development

- Build an obstacle course in the park or garden together, running (carefully) around benches or chairs, crawling under blankets and clambering through cardboard boxes.
- Play games together that involve kicking, throwing and catching balls.
- Encourage your child to get dressed on their own and brush their teeth twice a day.

Personal, Social and Emotional Development

- Play turn-taking games together, and support your child in learning to wait for their turn and listen to others.
- Encourage your child to talk about their feelings - can they name the emotion? What does it 'feel like' inside? What has made them feel that way?

Ideas for supporting learning at home:



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Communication and Language

- We will continue to use Tapestry to share work that we have done in school and share ideas for learning beyond school. You can log in, view work and add comments and pictures at eylj.org. Speak to a member of staff if you're not sure about how to log in.
- Visit the library and see what books you can find that your child recognises already. Are there any they can retell? It's quick and easy to sign-up, and you can access a huge number of free ebooks and audiobooks. www.hertfordshire.gov.uk/services/libraries-and-archives

Understanding the world

- Try out different fruits and vegetables that are native to other parts of the world and talk about the experience. How would you describe the taste and texture? Which other foods are they similar to? Which do you prefer?
- If you've looking for a day out, consider a trip to the zoo to see some of the animals we're learning about first hand - www.whipsnadezoo.org is always great!
- Continue looking for (and talking about) changes in our environment linked to the seasons. Can you see signs that plants and animals are growing more now that Spring has properly arrived?

Mathematics

- Keep practicing counting, whenever and wherever possible - you could count houses on the way to school, footsteps on the way to bed, shoes in the house, objects in the shopping trolley, claps, nods... Anything and everything you can think of!
- Practice writing numbers in sand, salt or water, or try making numbers out of groups of pebbles.
- Compare groups of objects to find which is larger - are there more toys in the box or on the floor? Do we have more teddies or cars? Practice counting out the number in the group and use the language of more, less and equal to compare them.