

Whimble Primary School - Curriculum Newsletter

Class: Elm Year: Reception Term: Summer 2024



Topic: Farms - Where does our food come from? / Rainforests

Welcome to the Summer Term!

Please look through this newsletter for information about the areas of learning the children in Reception will cover this term. The children will continue to work towards the Early Learning Goals set out in the Early Years Foundation Stage document and will continue to take part in daily phonics, reading, writing, and maths sessions as well as participating in the Continuous Provision activities provided both in the classroom and the outside area.

Personal, Social and Emotional Development

To ensure children are ready to move from the Foundation Stage into Year 1 we will continue to focus on developing independence:

- changing shoes, taking jumpers off/putting jumpers on, putting on coats.
- hanging up bag and coat and putting book-bag and belongings away.
- retrieving and returning things to the correct place.
- opening packaging for lunches and snacks.
- remembering to use the bathroom or to have a drink at the appropriate time.
- Our skills builder focus linked to our 6Rs this term is Reasoning (problem solving) and Resourcefulness (creativity). We will also continue our focus on Speaking & Listening skills.

We will put emphasis on our Class Rules:

- We are kind and helpful to others.
- We are gentle, we don't hurt others.
- We are honest; we don't cover up the truth.
- We listen to others.

How to help:

- Encourage children to get their belongings ready for school.
- Give children time to practise changing clothes independently, especially jumpers and coats.
- Provide one healthy, small snack for snack time (A piece of fruit is ideal).

Communication and Language

- For Year 1 readiness, children need to be able to follow simple and 2 part instructions and we will focus on that this term.
- Children will be encouraged to work on more tasks independently and to follow instructions to complete specific short tasks and pieces of work by themselves.
- Phonics - continuing to consolidate phonemes, digraphs and trigraphs using the Little Wandle scheme.
- Focusing on different authors, discussing styles and retelling and acting out the stories.
- Listening to and following instructions and listening to each other by taking turns in conversation, for example during paired talk as part of our class discussions, during Circle Time and in Show & Tell.
- Asking appropriate questions during discussions and listening to answers.

How to help:

- Give your child instructions to follow and expect them to carry them out after listening once.
- Play games which encourage memory skills such as Kim's Game or 'I went to the supermarket...'
- Upload home activities onto Tapestry.

Physical Development

- Developing fine and gross motor skills through a range of activities including our Funky Fingers and Take 10 sessions, Wiggle & Squiggle movements and through Continuous Provision activities.
- Encouraging development of gross motor skills through continuous provision activities such as the obstacle course, large construction equipment, the balance and climbing equipment, bats and balls, bikes and the space hoppers.
- Children will continue to develop gross motor skills through our PE lessons using the Real PE and Get Set 4 PE schemes. This term we will concentrate on applying physical skills, health and fitness, dance and invasion games.
- We will talk about a healthy diet and how to keep ourselves safe and healthy.

How to help:

- Please make sure your child has appropriate clothing to wear for P.E. including shoes on Mondays/Thursdays
- Practise fastenings on clothing, especially buttons and zips. Allow your child to dress themselves and ensure fastenings which support this.
- Encourage different ways of moving safely (scooter, cycling, climbing, hopping etc).
- Provide a healthy snack and lunch (no sweets, chocolate or sugary drinks please), practise opening packets and containers and provide snack pots, packets and bottles which encourage independence.

Literacy (reading and writing)

- We will continue to practise our phonics using the Little Wandle scheme. We will focus on digraphs (2 letter phonemes) and trigraphs (3 letter phonemes) to consolidate our learning. We will look at some alternatives for the long vowel sounds.
- Continuing to improve pencil control - formation of all pre-cursive lower case letters using 'Letter-join' and through discreet handwriting sessions.
- Blending and segmenting sounds in two syllable words e.g. bedroom and in longer words e.g. float, secure and also reading words with double letters e.g. ladder. (chunking)
- Writing sentences, including spelling common irregular words the, he, she, they, come, put etc.
- Reading and sharing books from well known, modern authors, discussing a range of stories and retelling stories in a variety of ways.
- Developing their knowledge of fiction and non-fiction through guided reading sessions, library books and individual reading books.

How to Help:

- Re-read group reading books at home and discuss content.
- Listen to your child practise reading their individual reading book at home.
- Encourage blending sounds when reading unknown words and recognising and reading on sight 'tricky words' (in blue books) but remember not all English words are phonetic so children don't use their phonics for sight words (words such as you, said, are).
- Regularly practise sight vocabulary ('tricky' word list in blue books) **Little and often is the key to helping your child to progress.**

Mathematics

- Counting objects reliably to 20 and beyond. Numeral recognition to 20 and beyond. Discussing what the numerals represent in a number e.g. the number 12 is 1 ten and 2 ones. Correct pronunciation of 'teen' numbers e.g. 19 pronounced nineteen not ninety.
- Addition and subtraction of two single digit numbers.
- Finding halves and doubles
- Problem solving activities in a range of contexts to extend mathematical thinking (e.g. role play shop).
- Developing the use of language of 'more' and 'less' (greater, smaller, fewer) when comparing groups of objects and then numbers. To use the vocabulary of addition (more, add, altogether, total) and subtraction (less, minus, subtract, take away).
- Naming 2D and 3D shapes and describing their properties.
- Recognising and using coins.
- Using vocabulary linked to measure - length, height, time, mass and capacity. Vocabulary of position and size.
- Pattern - to describe and create a range of patterns beyond a simple 'a,b,a,b' sequence.

How to help:

- Look for numbers and shapes in your environment.
- Count forwards and backwards to 100.
- Count everything and anything.
- Ask questions like Who has more? What would 1 more/less than x be?
- Look for patterns in the environment.
- Use Doodle Maths.

Understanding of the World

- We will use maps and globes, talk about where we live and discuss other countries and how they are the same/different. We will focus particularly on a Non-European country- Australia
- The natural world - we will learn about minibeasts and habitats but also farm animals, rainforest animals and habitats linked to our topics.
- Seasonal changes - we will talk about summer and how it is different to the other seasons.
- Computing - we will continue to use ICT equipment and develop our skills when using simple programs on the interactive whiteboard, the Chrome Books and through the use of programmable toys such as the Beebots
- E-safety - keeping personal information private and knowing where to go for help and support when they have concerns about material on the internet.

How to help:

- Discuss how they and others may be feeling and why.
- Look at family photos and talk about changes in people as they grow up.
- Practise typing their name and other simple words using a keyboard (rather than touchscreen).

Expressive Arts

- Role play - Market stall/shop, travel agents
- We will continue to develop musical skills previously explored whilst introducing improvisation, delivered through songs exploring the social theme of helping us through daily routines. We will explore sounds and stories using familiar songs such as Ten Green Bottles and The Bear Went Over The Mountain.
- We will listen for and tap out simple rhythms, follow musical patterns and use instruments to add sound effects.
- We will develop our observational and drawing skills using a variety of media.

How to help:

- Draw simple household items encouraging detail to be included.
- Encourage use of appropriate colours when drawing and holding tools such as brushes and pens correctly.
- Encourage role-play and small world play activities e.g. farm, dolls house.

We look forward to a sunny and successful Summer Term.

Thank you for your continued support.

Miss Corwood and Mrs Handley

