



Topic: Dinosaurs/The Seaside

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 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

We will put emphasis on our Class Rules:

- We are kind and helpful, we don't hurt anybody's feelings.
- 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 and alternatives.
- Focusing on different authors, discussing styles and retelling and acting out the stories.
- Listening to and following instructions via various listening activities; listening to each other by taking turns in conversation.
- Activities to develop visual and working memory as a means to improve understanding and reasoning.
- Asking appropriate questions during discussions.

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
- Encouraging development of gross motor skills through continuous provision activities such as the obstacle course, the balance and climbing equipment, using bats and balls, bikes or the space hoppers.
- Children will continue to develop gross motor skills through our PE lessons using the Real PE scheme which concentrates on fundamental movement skills and also through athletics and dance lessons
- We will talk about 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.
- Practise fastenings on clothing, especially buttons and zips. Allow child to do dress themselves and use 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)

Literacy (reading and writing)

- We will continue to practise our phonics and 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
- 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
- Read and discuss Collins eBooks
- Encourage sound use when reading unknown words in books or sight vocabulary but remember not all English words are phonetic so don't use their phonics for sight words (words such as you, said, are)
- Regularly practice sight vocabulary ('tricky' word list on coloured paper) and Word Box lists (in purple 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
- Addition and subtraction of two single digit numbers.
- Problem solving activities to extend mathematical thinking.
- 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.
- 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 (including Japan and the Olympics) and how they are the same/different
- The natural world - we will learn about plants, what plants need to grow and talk about and begin to label the parts of a plant, we will look at animals and habitats linked to our topic of 'The Seaside'
- 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 - Dinosaur museum, garden centre/flower shop, vets.
- We will learn new songs based around our topics. 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, hopefully a more 'normal' final term in this academic year.

Thank you for your continued support.

Miss Corwood and Mrs Orchard