



Topic: On the Farm/Where Does My Food Come From? Rainforest

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 for PE lessons, taking jumpers off/putting jumpers on, putting on coats
- hanging up bag and coat and putting book-bag away
- retrieving and returning resources and belongings 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 how we demonstrate our 6Rs in Elm class:

- We talk kindly to each other
- We look after each other and our classroom
- We listen carefully when someone is talking
- We are brave and try new things
- We don't give up when it gets hard

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, 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 - we will continue to consolidate the sounds learnt and practice blending and segmenting for reading and writing.
- We will focus on a variety of books and authors, including fiction, non-fiction and poetry, discussing styles and re-telling 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 and listening carefully to others

How to help:

- Give your child 2 part 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

- We will continue to develop fine and gross motor skills through a range of activities including our 'Funky Fingers', Take 10 and 'Letter Join' handwriting sessions
- Children will continue to develop gross motor skills through our PE lessons using the 'Real PE' and the 'Get Set 4 PE' schemes. We will concentrate on applying physical skills, health and fitness, ball skills and games.
- We will also encourage the 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.
- We will talk about healthy diets, and how to keep ourselves safe and healthy. We will also learn why we must look after our teeth, and why oral health is so important.

How to help:

- Please make sure your child has appropriate clothing to wear for P.E. (please ensure all items are named)
- Practise fastenings on clothing, especially buttons and zips. Allow child to do dress themselves and ensure fastenings which support this.
- Encourage different ways of moving safely (using a scooter, cycling, climbing, hopping etc)
- Please 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 of the Phase 3 sounds and we will focus on using our phonic knowledge as we develop our phonetic skills in Phase 4. We will look at some alternatives for the long vowel sounds.
- We will continue to develop correct pencil grip and improve fine-motor skills and pencil control in our continuous provision and funky fingers activities. Through our discreet handwriting sessions using 'Letter-join'. we will focus on correct formation of all lower case letters and the introduction of capital letters and when we should use them in our writing.
- Blending and segmenting sounds in two syllable words e.g. bedroom and in longer words e.g. float, secure
- Writing simple sentences, including spelling common irregular words such as 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, non-fiction and poetry, through guided reading sessions, library books and individual reading books (where the children are working securely at Phase 3 and developing their Phase 4 skills and knowledge).

How to Help:

- Re-read group-reading books at home and discuss content.
- Listen to your child practise reading and share library books (and any other books!) at home to model reading and encourage a love of books and reading.
- Encourage using sounds for blending when reading unknown words in books but remember not all English words are phonetic (words such as you, said, are included in our 'tricky word' lists and we must learn to recognise these words by sight).
- Regularly practice Word Box lists (in purple books) and 'tricky' word list (on coloured paper). Remember **'little and often' is the key to helping your child to progress.**

Mathematics

- Subitise - We will continue to learn to 'subitise' where children learn "don't count, say the amount" for numbers to 6 represented as images or dots in structured (such as on a dice) and random arrangements.
- We will continue to practice 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 (place value)
- Addition and subtraction of two single digit numbers.
- Problem solving activities in a variety of contexts, to extend mathematical thinking .
- Developing the use of the language '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
- Talk about the length, height, capacity and mass of everyday objects using everyday mathematical vocabulary to compare items e.g. longer, taller, full, empty, heavier than etc. To explore weights and measure through simple activities such as baking or making playdough.

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 look at aerial views of our school, of Whimble village and the surrounding area and locate any farms nearby as part of our 'On the farm' topic.
- The natural world - We will explore the topic of 'On the farm' and 'Where does our food come from'. We will look at animals and habitats linked to our topic of 'The Rainforest'
- Seasonal changes - we will talk about summer, the changes we see around us 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:

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

Expressive Arts

- Role play - Market stall/Farm Shop, Pet Shop/Vets, Rainforest/Jungle explorers
- We will learn new songs using our 'Charanga' music curriculum and 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.

Thank you for your continued support.

Miss Corwood and Mrs Orchard