

Understanding the world:

I can look for minibeasts in my local environment.

I can talk about the different features of minibeasts.

I can talk about the changes that I notice as we move from spring into summer.

How can I support my child?

Go on a mini-beast hunt and talk about what you notice.

Talk about some of the seasonal changes e.g. the day stays lighter for a longer period, the temperature is getting warmer.

Expressive Arts and Design:

I can join in with whole group singing, listening carefully to the pitch and melody.

I can look carefully at an object and draw what I see.

I can manipulate clay to achieve a purpose.

How I can support my child?

Sing songs together.

Provide opportunities.

Talk to me about my creations and encourage me to clearly explain what I have done.

General reminders

- Please ensure your child arrives equipped and ready to start school every day by 8:55.
- Please keep us informed of anything which may affect your child within school.
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Please read with your child every day - school reading books plus a variety of other books from home or the library - and sign their yellow diary each day.
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home.

Reception Curriculum Information Summer 1st Half 2022



Welcome to Mole and Hedgehog classes

Our teachers are Mrs Jones and Mrs Letchford (Mole Class) and Ms Nichols (Hedgehog Class).

Our teaching assistants are Miss Geelan and Miss Coleman.

| Please remember | | | | | |
|---------------------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Book bag and water bottle | ✓ | ✓ | ✓ | ✓ | ✓ |
| Library book bag | ✓ | | | ✓ | |

PE is on Monday and Wednesday (Mole class) and Tuesday and Friday (Hedgehog Class). PE kits should stay in school and all bags and items must be clearly labelled with your child's name.

A named pair of wellington boots should also be kept in school for wet and muddy weather play. We go outside in all weathers so please ensure your child brings a sunhat/warm/waterproof coat as needed.

Welcome back to the new half term.

This term our theme is 'All Creatures Great and Small'. We will start the term learning about minibeasts including searching for them in our garden, making observational drawings and writing facts. Please see below some information about what your child will be learning in each area of learning this half term.

Personal, Social and Emotional Development:

I can talk about different behaviours and know what is and isn't acceptable.

I listen to my friends and we take turns when playing games.

I like to try new activities and know what I like to do and what I don't like to do.

How can I support my child?

Praise your child for acceptable behaviours and talk about behaviours that are not.

Play turn taking games together and support your child to take turns with their friends.

Try new activities together and talk about what was enjoyable and what wasn't.

Physical development:

I can move with control and co-ordination.

I can move safely around obstacles.

I can form all lower case letters carefully following the correct letter patter.

I can fasten buttons and pull up zips on my clothes.

I can independently look after my belongings.

How can I support my child?

Give me opportunities to visit the park regularly to play on the climbing apparatus.

Give me opportunities to practise dressing independently and putting my things away.

Continue to remind me to always form lower case letters using the correct starting point when I am writing at home. Talk to me about the 'letter families' we use to practise our handwriting.

Communication and Language:

I can listen to several instructions at once and remember the order to do them.

I can listen to non-fiction books and share some of the information that I have heard.

I can make up simple stories based on the structure of a story that I have shared in class.

How can I support my child?

Give me tasks with several instructions to follow e.g. put the toys in the bag and then put the bag in the car.

Share non-fiction books with me and help me to build up my vocabulary linked to my interests - take me to the library to find books that interest me.

Literacy:

I like to share different non-fiction and fiction books.

I am learning to write labels, phrases and simple sentences using the sounds I have learnt.

I am learning to read CCVC words e.g. clap and CVCC words e.g. hand.

I am learning to sound out and read an increasing number of words and simple sentences using the sounds I have been taught so far.

I can recognise and read the tricky words for phase 2, 3, and 4.

I can read an increasing number of common words by sight without needing to sound them out.

How can I support my child?

Give me regular opportunities to write e.g. a shopping list, a letter to a friend or a poster.

Listen to me reading my school reading book every day to help me build up my reading fluency, and share my progress in the yellow home reading diary.

Read a range of non-fiction and fiction books together.

Make mini-books with me at home so I can write down my story or make an information book on my favourite topic.

Mathematics:

I am learning to use the part part whole model to show how numbers can be arranged in different ways but the total doesn't change e.g. that 6 can be grouped into 2 and 4 or 3 and 3.

I can use practical resources to solve simple number problems.

I can recall number bonds up to 10.

I can double and halve numbers up to 10.

How can I support my child?

Talk about numbers that you use and how they move up and down the number line as you add and takeaway quantities.

Set up a role play shop with different items, e.g. apples and pears, priced up to 5 pence. Invite your child to buy some items from each set e.g. 4 apples and 2 pears. Encourage your child to find the total.

Play games such as dominoes.