

Understanding the world:

I can talk about life cycles and the changes I notice.

I know how to care for living things.

I can talk about things in the past and how they were the same or different to today.

How can I support my child?

Take me to visit a farm and talk about the animals' babies, the food they produce etc.

Help me to take good care of living plants and animals e.g. by not picking wild flowers, helping to look after pets.

Talk to me about when you were little - what was the same? What was different?

Expressive Arts and Design:

I can look carefully and draw what I see, paying attention to detail.

I can use props and materials to help me act out stories.

I can perform songs, rhymes, poems and stories with others.

How I can support my child?

Help me to look carefully when I draw or paint and pay attention to detail.

Read nursery rhymes and poems with me and help me to remember and perform them.

Help me to make simple costumes and props to act out stories I have read or stories I make up.

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 2nd 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 must 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 final half term of the Reception year!

This term our themes are 'Eggs and Chicks' and 'Beside the Sea.'

For the first two weeks of the half term our learning will be focussed around the eggs which we will be hatching in our classroom! We will learn about a chicken's life cycle, learn how to care for living creatures and make observations of growth and change. We will then move on to learning about seashores and the history of pirates.

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 give focused attention to what is being said and respond appropriately.
I can explain the reason for rules and try to follow them.
I can show an understanding of my own feelings and say how others might be feeling.

How can I support my child?

Talk together about different rules at school, at home or in society and why these are important.
Encourage your child to look at the speaker when they are listening and to answer in complete sentence.
Help your child to name their feelings e.g. it looks like you are feeling angry about that.

Physical development:

I can move safely and considerately when playing physical games.
I can form all capital and lower case letters carefully following the correct letter pattern.
I can show accuracy and care when drawing.

How can I support my child?

Play games such as tag or ball games with me outside, helping me to look out for others as I am running and moving.
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.
Spend time drawing pictures together of things we can see e.g. flowers in the garden, looking closely at the details.

Communication and Language:

I can explain why things might happen, using new words I have learnt.
I can ask relevant questions in conversations or when listening to stories.
I can increasingly use past, present and future tense accurately in my speech.

How can I support my child?

Take me to museums, parks or for walks in the countryside and talk with me about what we see.
Help me to ask questions starting with words like what, why, where, who, when.
Share stories with me and encourage me to ask questions about what I hear. Ask me questions so I can hear question words being used.
Model back my sentences with the correct tense e.g. if I say 'I goed to the park' you could reply with 'Yes, you went to the park.'

Literacy:

I like to share different non-fiction and fiction books.
I can write labels, phrases and simple sentences using the sounds I have learnt.
I can read words with adjacent consonants e.g. s-t-o-p, scrap, hand, splash.
I can use my phonic knowledge to read aloud 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, instructions for a game, messages for family members.
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. Encourage me to read back what I have written.

Mathematics:

I can quickly say all the ways to make numbers up to at least 5.
I can identify odd and even numbers.
I can count to 20 and beyond.
I can double and halve numbers up to 10.

How can I support my child?

Help me practise saying the pairs of numbers to make each number up to 5 e.g. four can be made up of 0+4, 1+3 or 2+2. We could use small objects to help us.
Play games like pairs or snap and talk to me about how we are finding doubles e.g. when we have a 4 and a 4 in snap we have double 4. Or roll two dice and see if you can roll a double.
Play board and card games such as snakes and ladders, dominoes and games where we have to count up or down.