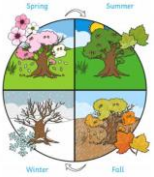




What is my child learning in Reception?





- Widen vocabulary by learning story language and Tier 2 words in focus texts, for example: Early one morning, happily ever after, gigantic, furious.

Speaking - Develop vocabulary and speaking in full sentences by:

- Facilitating time to talk.
- Taking part in quality back-and-forth conversations.
- Join in group and class discussions.
- Repeating words, phrases and simple sentences using 'My Turn, Our Turn, Your Turn'.
- Repeat, learn and use story language and Tier 2 vocabulary.
- Communicate in increasingly more complex sentences, using correct tenses for present, future and past.
- Describe events in more detail, and use conjunctions.

Prime Area of Learning:

Physical Development



PE Day - Tuesday

Please ensure that your children wear their PE kit on **Tuesdays**.

Gross motor skills - PE focus: Fundamental Movement Skills

- To develop balance.
- To develop running and stopping.
- To develop changing direction.
- To develop jumping.
- To develop hopping.
- To develop different ways to travel using equipment.

Fine Motor skills:

- Dough disco - continuing to develop gross and fine motor control.
- Threading patterns and lacing small beads.
- Picking up and placing small items with (children's) tweezers and also with fingers, using a pincer action.
- Holding a pencil with the correct tripod grip ('Pick, Flip and Grip').
- Show control when using tools such as scissors, paint brushes, hole punches, pencils and pens.

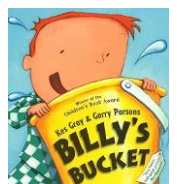
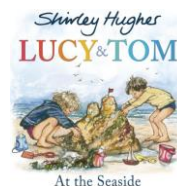
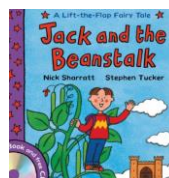
Specific Area of Learning:

Literacy



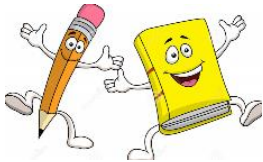
Focus Texts:

- Jack and the Beanstalk
- Lucy and Tom at the Seaside
- Billy's Bucket



Phonics:

The children will continue their journey through Supersonic Phonic Friends, learning the sounds (phonemes) that each individual letter (grapheme) and groups of 2- and 3- letters (digraphs and trigraphs) make. They will continue to use their phonic knowledge to blend to read, and segment to spell simple consonant-vowel-consonant (CVC) words e.g. cat, (CVCC) e.g. pond, (CCVC)



e.g. frog. They will also be reading simple phrases and sentences containing the letter-sounds they have learned, as well as learning to recognise and read 'tricky' words which cannot be decoded using phonics.

Reading:

- Listen to a range of stories and rhymes, related to our themes.
- Storytime activities - Focus texts:
 - What's the problem?
 - Join in with 'favourite phrases'.
 - Help tell/retell/roleplay familiar stories.
 - Freeze-frame feelings for key characters.
 - How is the problem solved?
- Use their phonic knowledge to recognise and correctly sound letters/decode and blend simple words, phrases, and sentences to read their reading books with increasing automaticity and fluency.

Writing:

- Hold a pencil correctly using the correct tripod grip. (*Pick, Flip and Grip*)
- Form most lower-case letters correctly, from the correct starting point.
- Write their own name, forming each letter correctly, including the capital letter at the beginning.
- Spell simple 2- , 3- and some 4- sound words correctly by identifying each sound, then writing the sound with the corresponding letters.
- Write simple sentences e.g. 'I can see a ...' independently.

Specific Area of Learning:

Mathematics





White Rose:

- Recap and consolidate doubles and odd and even numbers.
- To 20 and beyond: Build numbers beyond 10, Continue patterns beyond 10, Verbal counting beyond 20, Verbal counting patterns.
- How many now: Add more, How many did I add? Take away, How many did I take away?
- Manipulate, Compose and Decompose: Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes, Decompose shapes, Copy 2D shape pictures, Find 2D shapes within 3D shapes.
- Sharing and Grouping: Explore sharing, Sharing, Explore grouping, Grouping, Even and odd sharing, Play with and build doubles.

NCETM Mastering Number:

- Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies, counting sets as well as actions and sounds.
- Compare quantities and numbers, including sets of objects which have different attributes.
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.



	<ul style="list-style-type: none"> • Begin to generalise about 'one more than' and 'one less than' numbers within 10. • Continue to identify when sets can be subitised and when counting is necessary. • Develop conceptual subitising skills.
<p>Specific Area of Learning:</p> <p>Understanding the world</p> 	<ul style="list-style-type: none"> • People, Culture and Communities <ul style="list-style-type: none"> - Homes around the world. - Places of worship: Churches, Mosques, Synagogues. - Holidays; where do people go on holiday, how do they get there, what do they do there? - Fathers' Day - Football World Cup • Past and Present <ul style="list-style-type: none"> - What were seaside holidays like in the past? - Explore why we wear different clothes at different times of the year - Achievements and aspirations • The Natural World <ul style="list-style-type: none"> - Continue to explore seasonal changes - Summer - Continue to explore planting and growing. - Explore life cycles - minibeasts / plants. - Observational drawings of plants and minibeasts. - Different environments - countryside, seaside
<p>Specific Area of Learning:</p> <p>Expressive Arts and Design</p> 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Explore 'hot' and 'cold' colours. • Name colours correctly and choose colours for a purpose. • Explore shades and tints. • Experiment with colour, design and texture to produce their own creations. • Demonstrate control over tools including scissors, used to create art work. • Use a variety of media and materials to represent key characters / objects from the focus texts. • Share their creations, explaining the process/es they have used. • Observational drawings of plants and minibeasts. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes, songs and number songs. • Take part in music and singing activities. • Move in time with music. • Develop imaginary play, creating and building stories around objects and props of their choosing. • Create their own narratives and storylines.
<p>Key events for the half term</p>	<ul style="list-style-type: none"> • Friday 5th June - PSA Summer Fayre • Monday 15th June - Reception SHINE Afternoon • Friday 19th June - Father's Day Breakfast • Monday 22nd June - Class Photographs



	<ul style="list-style-type: none"> • Thursday 25th June - Sports Day • Monday 6th July - Reception class trip to Bewilderwood • Tuesday 7th July - Nursery & Reception Inspire - at school • Thursday 16th July - End of Year Celebration Assembly
<p> Home Reading & Homework </p>	<p> Reminder - the school expectation is that parents should listen to children read at least <u>three times per week</u> and note this in children's Reading Diaries/Records. Thank you for supporting your child with developing their reading. </p> <p> <u>Children reading to parents</u> Reading books are sent home each evening. Please encourage your child to say the sounds aloud, blend each sound to read simple words, phrases and sentences. Encourage them to read the whole phrase / sentence, developing their fluency. Also talk about the books to check that they understand what they have read. Reading books will normally be changed on Thursdays, following three reads at school. </p> <p style="text-align: center;"> Please send reading books and diaries in to school every day. </p> <p> <u>Parents reading to children</u> Reading and sharing stories and rhymes to your child helps them to develop a love for reading. Please read to, and share stories, information books, poems and rhymes with your child as often as possible, talking about the characters and what happens in the story. The children will continue to choose their own book to share for pleasure from the school library. This will usually be on a Thursday. Please return school library books every Thursday, so that your child can choose a new book. </p> <p> <u>Homework</u> Homework will continue to be communicated through the home learning packs. </p>