

Important Information

Forest School

Forest school continues with groups of 15 going from each class every other week. Occasionally across the term Mrs Nott will take a whole class of 30 to explore other areas of the park. When there is a change in Forest School days there will be an update on Tapestry. This term the children will be looking at the changing season as we move from spring to summer. The children are also being encouraged in developing their physical and safety skills in using tools for hammering, cutting and carving. We continue to encourage children to become more independent in their self care skills and think about safety. Please encourage your child to be independent in dressing themselves at home and begin conversations around road safety and being safe at the park. Our safety phrase at forest school is:

'No pick, no lick'- We do not pick living plants and we do not put objects we find into our mouths

'No talking to strangers'- If we see someone we do not know we do not talk to them unless our key adult has introduced them to us.

'No touching sharp objects'- If we see a sharp object we must tell our key adult straight away.

All of these rules help our children to stay safe when exploring at forest school.

Circus Skills

The children will continue to have a weekly circus skills session throughout this term with Mr Dan. These will be on a Friday. These sessions help children to develop their physical skills alongside their listening and attention skills. It also encourages them to be more persistent in trying new experiences and helps to build a disposition of resilience.

Home Learning and Tapestry

In Reception we use Tapestry to encourage continued learning at home, linked to the learning within our setting. The Reception teachers will share observations of your children's interests and developing skills using the Tapestry Journal. These observations may include a Next Step for learning or an activity which you can encourage your child to engage with at home. We encourage you to share any specific learning experiences and family events with us on Tapestry so that the children can use the visuals and talk about this with their Key Adults and peers within Reception.

We also ask that you read books with your child daily to encourage a love of reading and storytelling at home. Children in Reception go home weekly with a decodable book for or a blending book with single words and a chosen book from the book corner.

If you require any further information, please speak to your child's class teacher, Ms Hamlett the acting Reception Learning Leader, or Ms Cook our EYFS and KS1 Assistant Head Teacher.

Personal Social and Emotional Development

As the children develop secure attachments with their Key Adults and peers in class they will be able to work together to develop individual strategies in building respectful relationships and express their feelings to others.

Children will be learning to:

- Show resilience and perseverance in the face of a challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others

Reception Curriculum Information



Summer Term 2022

Ideas for supporting your child at home:

- Read stories where characters' emotions and feelings can be discussed
- Ensure your child has a clear routine for the day so they are aware of what is expected of them

Communication and Language

Through purposeful pretend play and exploration of books, small worlds and various environments across the setting, adults will support children in encouraging language rich conversations.

Children will be learning to:

- Use a wider range of vocabulary
- Use new vocabulary in different contexts
- Sing a large repertoire of songs and rhymes
- Listen and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary
- Connect one idea or action using a range of connectives- and, because
- Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen
- Ask questions to find out more to check their understanding of what has been said to them

Ideas for supporting your child at home:

- Use small world and role play to pretend to be different characters at home eg, a baker, fire fighter, hairdresser, characters from favourite stories
- Read books of your child's interest both fiction and non-fiction, pointing out specific vocabulary which your child needs to build on

Understanding the World and Expressive Art and Design

The children will learn through outdoor exploration, discussions on family and local community and pretend playing various community roles, creative activities and exploration, songs, rhymes and dances. They will also continue to read sections from the book 'Great Big Book of Families' and some texts from Think Equal stories to support them in developing their knowledge around people and their community.

In UTW Children will be learning to:

- Recognise some environments that are different to the one they live in
- Recognise some similarities and differences between life in their country and life in other countries
- Draw information from a simple map: village, city, town, road, school.

In EAD Children will continue to be learning to:

- Create their own songs or improvise a song around one they know
- Explore and play instruments with increasing control to express their feelings and ideas
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

Ideas for supporting your child at home:

- Read books related to nature and the changes in seasons
- Look at your child's observations on Tapestry and discuss what they are making, designing or finding out about

Physical Development

This term Key People will be focusing on providing opportunities for **children to learn to:**

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Progress towards a more fluent style of moving with developing control and grace.
- Develop overall body strength, coordination, balance needed to engage successfully with future physical education sessions and other physical disciplines.

Ideas for supporting your child at home:

- Use children's interests to make their own journal where they can draw pictures, write, paint etc
- Provide opportunity for climbing and balance skills by going on walks to the park, using a bike or scooter

Literacy

The stories this term are:

Somebody Swallowed Stanley, Clean Up, Grow and Life Cycles (non-fiction), Whatever Next and Look Up

Children will be learning to:

- Consistently read set 1 and 2 sounds
- Confidently read words using 'Fred in Head', or sight reading
- Read more common exception words (high frequency words)
- Confidently read simple sentences and phrases made up of common exception words and blending words
- Confidently read short sentences and books, continuing to build up their fluency, understanding and enjoyment.
- Form lowercase and capital letters correctly
- Write short sentences with words with known sound letter correspondences using finger spaces, a capital letter and a full stop.
- Re-read what they have written to check it makes sense.

Ideas for supporting your child at home:

- Read the weekly blending or decodable book and book corner book with your child
- Make some library visits so your child can take out books that interest them
- Write messages about your child's reading and reading interests in their reading journal weekly

Mathematics

Through play based maths activities and small group time sessions with their key adults,

children will be learning to:

- Know 1 less with numbers 2-10
- Understand 1 more than and 1 less than relationship between consecutive numbers consistently
- Automatically recall number bonds for numbers 0-10
- Continue to explore composition involving partitioning and recombining sets. Looking at addition and takeaway
- Using and recalling doubling facts
- Verbally count beyond 20, recognising the pattern of the counting system
- Explore and represent patterns within numbers up to 10, including evens and odds
- Show how quantities can be distributed equally
- Begin to recognise and order numbers up to 15
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Find 2D and 3D shapes, including through printing or shadow play.

Ideas for supporting your child at home:

- Play games involving number and tally charts at home
- Use Top Marks website to engage children in mathematical games online
- Play the BusyThings games (link to be sent)
- Watch Numberblocks videos (BBC iplayer)