

Important Information

Forest School

Forest School continues with groups of 15 children going from each class every other week. Occasionally, across the term, Mr Toll 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 to develop 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 adult has introduced them to us.

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

All of these rules help our children to stay safe when exploring at Forest School.

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. We continue to 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 teachers and peers within Reception. If you are unsure on how to upload your home photos onto Tapestry, please speak to your child's class teacher and they will support you in learning how to upload these.

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 and/or a blending book with single words and a chosen book from the book corner.

Curriculum Overview

In Autumn Term we had a focus on the child themselves, their family and peers. In Spring we moved onto their local surroundings and local community. This Summer Term we will be transitioning the children's learning onto the **wider world**.

Reception Curriculum Overview



Summer Term 2024

Literacy

The stories this term linked to the wider world are:

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

In reading 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 sometimes known as 'red words' or 'tricky 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 on their understanding and enjoyment of the text.

In writing children will be learning to:

- Form lowercase and capital letters with increasing precision
- 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 if 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 mathematics 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 subtraction
- 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 on Tapestry)
- Watch Numberblocks videos (BBC iplayer)

Personal Social and Emotional Development

Children have now developed secure attachments with their teachers and peers in class.

Children will now 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

Communication and Language

Through purposeful pretend play and exploration of books, small world 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:

- 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

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

Physical Development

This term teachers 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.

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:

- 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

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

If you require any further information, please speak to your child's class teacher, Ms Hamlett the Reception Learning Leader or Ms Rice the EYFS Phase Leader.