

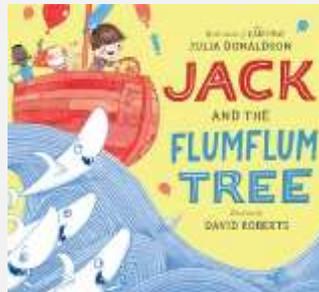
What are we learning?

Key Themes - The Wider World

- Adventure and journeys
- Other countries and habitats
- Celebrating cultures and customs
- Special Clothes
- Islam
- Moving on to Year 1
- Science and technology

Reception Term 6 2022

Key Texts:



Key Experiences

- International Day - dressing up and food tasting
- P.E. lessons with coaches
- Sports Day
- Swimming for half the children
- Hands on science experiments
- Transition activities - meeting Year 1 teacher

Communication and Language

- Maintain attention in different contexts
- Keep play going in response to the ideas of others
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Use speech to resolve problems with adult support
- Make comments about what they have heard and ask questions to clarify understanding
- Express their ideas and feelings about their experiences, using full sentences
- Talk with a partner in back and forth conversation
- Learn rhymes, poems and songs
- Engage in story times and non-fiction books
- Learn and use recently introduced vocabulary
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Retell/create stories in their own words and for teacher scribing (Helicopter Stories)
- Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because' etc

Maths

Number

- Explore ways of making numbers to 10 by adding and subtracting
- Count to 20 and beyond
- Count on and back from any given number, developing awareness of numerical patterns
- Exploring teen numbers as 10 and part of 10 e.g 15 is 10 and 5
- Place sequences of numbers in order
- Explore the relationship between numbers and shapes
- Consolidating recall of number bonds to 5 and 10

Numerical Patterns

- Doubles
- Odds and Evens
- Sharing and Grouping
- Counting beyond 20



Personal, Social and Emotional Development

This term in the Jigsaw PSHE scheme, our theme is 'Changing Me - Coping positively with change'

- I can name parts of the body
- I can tell you some things I can do and foods I can eat to be healthy
- I understand that we all grow from babies to adults
- I can express how I feel about moving to Year 1
- I can talk about my worries and/or the things I am looking forward to about being in Year 1
- I can share my memories of the best bits of this year in Reception

Other

- Managing own dressing and undressing
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Swimming).
- I can understand that we are all different and this is a good thing

Physical Development

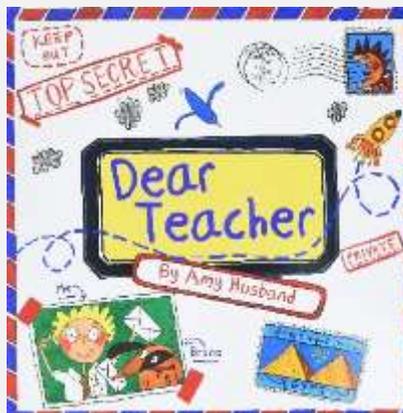
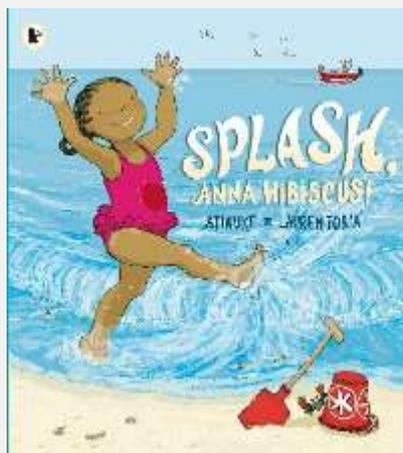
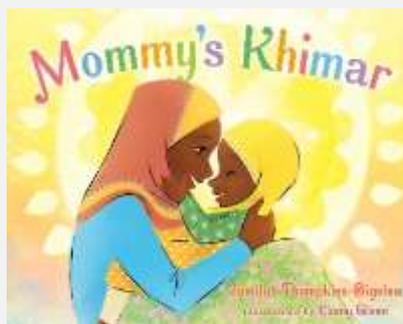
- Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
- Consolidation of cutlery skills
- Hold pencil effectively and comfortably - using the tripod grip in almost all cases.
- Draw with care and accuracy
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

PE FOCUS

Swimming

Sports day preparation with sports coaches

Sports Day - Thursday 23rd June



Understanding the World

- Read and draw simple maps
- Explain some similarities and differences between life in this country and life in other countries
- Recognise and appreciate diversity within our own communities
- Recognise some environments that are different to the one in which they live
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways



Religious Education - Discovery R.E.

Theme: Special Places

Key Question: What makes places special?

Religions: Christianity, Islam, Judaism



Comprehension:

- Retell and re-enact stories using new vocabulary from texts
- Suggest how an unfamiliar story read aloud to them might end
- Give a simple opinion on a book they have read, when prompted

Word Reading:

- Read tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what
- CVCC, CCVC, CCVCC, CCCVCC words: blending of words with adjacent consonants that contain graphemes taught in Phase 2 and 3
- Read words containing -ed and -ing endings with no change to the root word
- Read sentences made up of known sounds and common exception words

Writing:

- Hold a pencil effectively to form recognisable letters
- Form the majority of lower-case and capital letters correctly
- Segment to spell words with adjacent consonants and graphemes taught in Phase 2 and Phase 3
- Write simple phrases and sentences that can be read by others with increased independence
- Demarcate sentences with capital letters, finger spaces and full stops
- Write postcards



- Listen to music from other countries and cultures
- Watch dances from other countries and cultures
- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs - including The Continent Song
- Perform poems together: A Little Shell, Five Little Peas, If I were so very small, Under a stone.
- Use props to retell stories and re-enact events
- A focus on textiles - Explore a range of textiles and techniques for changing materials
- Work collaboratively to **make a fabric wall hanging**: Using natural dyes to tie dye, and paints to print create a wall hanging art piece inspired by world journeys
- Draw self-portraits with care and attention



How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Re-read books together so children can discuss/talk about their favourites.
- Identify main characters in stories, and talk about their feelings, actions and motives.

Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up. Dressing themselves and looking after their own clothes is particularly important now we are doing P.E. and swimming

- Play with them, commenting on what you are doing.
- Take on different roles in imaginative play, to interact and negotiate with each other in longer conversations.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. TV, radio etc.
- Sing nursery rhymes together and learn songs together.
- Encourage your child to speak in full sentences and pronounce words clearly.
- Help expand your child's vocabulary by naming new objects in the environment and in books e.g. 'acorn' 'belt'.
- Look at photos shared through the EvidenceMe app together. The photos might help your child to talk about what they have been learning in school.
- Encourage retelling of events and stories following a clear sequence.
- Scribe a story for your child. No longer than a page of A5

Please speak to us if you have any concerns about your child's language development.



- Value and praise the effort that a child is putting into a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Give children jobs to do at home to contribute to family life
- Talk positively about the transition to Year 1
- Encourage children to talk about their worries - to share them with you
- Promote strategies to cope with anxiety including: mindful breathing, talking to others, distraction, positive thinking, meditation, exercise, going outdoors, connecting with nature



Physical Development

- Encourage your child how to hold a pencil correctly between thumb and forefinger. This video can offer support <https://www.youtube.com/watch?v=UPg9qpq6Hhg>
- Encourage your child to use a knife and fork correctly
- Encourage your child to draw with care and attention
- Encourage children to independently manage jobs that build motor skills. For example, doing up zips and buttons, turning socks the right way out, getting dressed, putting shoes on, drying dishes, carrying bags, cutting up their own food, using scissors etc.
- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.
- Provide opportunities to play with different sized balls. Practise throwing, catching and kicking.
- 'Cosmic Kids' yoga clips are available on youtube and these provide fun, story-based opportunities to practice balance and flexibility
- Take your child swimming if you can



Mathematics

- Encourage subitising for smaller numbers, instead of counting. Look at groups of objects and practise subitising then combining amounts, for example in the image below I can see 4 and I can see 1, therefore I can see $4+1=5$
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.
- Practise rote counting together and support your child to go to 100. Practise counting from any given number, for example start at 22 and count on.
- Talk about doubles, halves, odds and evens with your child
- Notice patterns together
- Practice rapid recall of numbers bonds with 5, to 10 and then try 6,7,8,9. Recall of facts without understanding is not helpful and children initially need to explore composition of number with manipulatives. However, once understanding has developed, fluency increases through rapid recall.
- Play the thief game. Start with a number of objects up to 5 (higher if your child is ready). Your child closes their eyes while you steal some objects. The child opens their eyes and has to tell you how many were stolen based on the number remaining.
- The website 'topmarks' has some good maths games for this age group including:

<https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20>

<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

<https://www.topmarks.co.uk/learning-to-count/underwater-counting>



Literacy

Comprehension

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. Use new vocabulary.

Word reading

- Encourage your child to log in to <https://www.oxfordowl.co.uk/> to re-read the books we have read in class.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression.
- Listen to your child read their weekly 'Learning to Read with Phonics' reading sheets. These help keep you up to date with what we have been learning in class and what we want children to be achieving.
- Use 'pure sounds' when supporting your child to sound out words.
<https://www.youtube.com/watch?v=UCI2mu7URBc>
- The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practise from a beginner level to reading full sentences.

Writing

- Encourage correct pencil grip and formation (see physical development)
- Help your child to form letters correctly using the mnemonics we have learnt
<https://www.youtube.com/watch?v=RTna1sHYtz8>
- Encourage writing letters on a line with ascenders and descenders
- Encourage children to use their 'Special Writing Books' - remember they include suggestions for dictated sentences
- Encourage writing to be as neat as possible with a capital letter, finger spaces and a full stop.
- Use the 'Learning to Read with Phonics' sheets for sentences to look, cover, write and check

Understanding the World

- Look at world maps, atlases and flags together
- Plan a trip together and pack for the journey
- Talk about any links you have with other countries
- Read stories from other countries or cultures
- Talk about similarities and differences in positive ways
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Notice places in your locality that might be of special importance to people in your community
- Cook or buy some food from another country or culture
<https://www.bbc.co.uk/cbeebies/shows/my-world-kitchen>
- Learn some words from another language
- Watch celebrations from other cultures on CBeebies
<https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>
<https://www.bbc.co.uk/cbeebies/shows/my-first-festivals>
- Find out about the lives of other children
<https://www.bbc.co.uk/cbeebies/shows/our-family>
<https://www.bbc.co.uk/cbeebies/shows/where-in-the-world>



Expressive Arts and Design

- Enjoy music, dance and art from other cultures together - how do these make you feel?
- Sing songs together
- Encourage children to draw, make pictures and models of what they are interested in, see or experience
- Encourage children to draw with care and attention in their 'Special Writing Books'
- Visit an art gallery
- Experience live music or theatre
- Put on some favourite music to get them moving. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes.
- Ask your child to share some of the poems and rhymes they have learnt in school

