

Reception Summer Term 2023

Thank you all for your support in ensuring a really positive first school year. The children have all come a really long way since the beginning of the year and I'm sure now are looking excitedly forwards towards the end of the academic year and beginning year one.

Updating your children's reading records as you read with them really helps us to support the children's reading in school so thank you for continuing to do this. Please also take the time to listen to your children read their ditties, red books or green/purple books as these come home each week. If you would like any advice or information regarding your child's reading development, please don't hesitate to ask a member of the reception team during drop off or home time.

Understanding the world

Whilst continuing our literacy-led exploration of people and cultures from across the world, we shall also be comparing contrasting environments, using our experiences of the immediate, local environment and from two planned trips: one to Chard Reservoir (reservoir and nature reserve) and one hopefully to Lyme Regis (coastal environment).

We will revisit our time-line in order to build on our knowledge of the past and present, using the people, objects and settings of key texts such as *The Darkest Dark* (about the moon landings) and *Town Is By The Sea*.

Literacy

Alongside our phonics, we will continue our focus on the building of vocabulary and language patterns which underpin literacy development. The children will retell the traditional tale 'Little Red Riding Hood' and use the structure of the story to create their own written narratives; exploring the concept of 'problem and resolution' to build and develop our story telling voices.

Maths

We will continue to practice applying previous learning in order to subitise structured and unstructured patterns, which show numbers within and up to 10. We will develop our problem solving and reasoning skills across multiple contexts; utilizing new knowledge and skills across the four operations with increasing fluency and independence.

We'll continue to identify properties when grouping shape and use these ideas to explore the relationships within and across different classifications of 2D and 3D shapes - such as, for example, recognizing similarities as well as differences between quadrilaterals and triangles.

We will engage regularly with goal-orientated block play and barrier activities - where children must describe how to recreate pattern/construction from a visual instruction.

We will order and group objects according to length, weight and capacity. We will apply our understanding of place value to the concept of money - exploring and experimenting with monetary value across different contexts.

Art and Expressive Design

The children will be supported make a plan, select and source materials and then experiment with the techniques they have practised over the course of the year, such as through their jellyfish prints, leaf rubbings and charcoal sketches. before creating a final piece/product inspired by the environments we have visited and the books we have read. We will then reflect on what went well/even better if by engaging collaboratively with their peers. These final pieces will then be displayed in EYFS end of year gallery show for parents and families to visit.

Other subjects-

PE - Multi-skills

Music - Musical stories

Thank you for continuing to ensure the children come in with water and healthy snacks. As the weather starts to warm and we (hopefully) see more of the sun, please apply sun cream and provide sun hats as needed. Children can bring in a bottle of sun cream for re-application in the afternoon, but they will need to apply this themselves - so do give them chance to practice this beforehand.

I'm anticipating a fantastic summer term with lots more exciting learning still to come. Thank you once again for your support in ensuring the year to date has been such a success - they have been a fantastic cohort of children.

Kind regards

Mr Johnston