
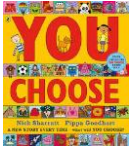






<p><b>What are we learning in Reception?</b></p>	<p><b>Key Themes and books</b></p>  	<p><b>Key Experiences</b>          Celebrating the Queens Jubilee          Learn Alongside the Parents - science</p>
<p><b>CLL</b></p> <ul style="list-style-type: none"> <li>• Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</li> <li>• Ask questions when they don't know what a word means.</li> <li>• Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy".</li> <li>• Begins to answer "Why" questions</li> <li>• Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".</li> <li>• Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Counting stories and rhymes</li> <li>• Choral counting</li> <li>• Numbers that are more/less</li> <li>• Comparing numbers</li> <li>• Ordering numbers</li> <li>• Partitioning, combining groups and finding totals using numbers 7-10</li> <li>• Addition and subtraction</li> <li>• Doubling</li> <li>• Even and odd numbers</li> </ul>	
<p><b>PD</b></p> <ul style="list-style-type: none"> <li>• PE – running and jumping</li> <li>• Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</li> <li>• Develop and refine fine motor skills and hand eye coordination needed for writing</li> <li>• Develop a good pencil grip and pressure</li> <li>• Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</li> <li>• Discusses the effects of tiredness or lack of sleep.</li> <li>• Discusses simple healthy food choices.</li> </ul>	 <p><b>what makes our world special?</b></p>  	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Sequence a familiar story using images or objects</li> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Begin to write simple phrases and sentences that can be read by others with adult support</li> </ul>
<p><b>UW</b></p> <ul style="list-style-type: none"> <li>• Have some basic knowledge of community celebrations</li> <li>• Offer simple, logical explanations for what they have observed, e.g. "Maybe it melted because the weather is warmer" or "It is light so I think that helps it float"</li> <li>• Listen to, respond and ask questions about fiction &amp; non-fiction books about characters from the past</li> <li>• Explore the natural world around them, making</li> </ul>		<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Begin to solve small conflicts through speaking to each other and being assertive</li> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Wait with increased patience, when necessary, e.g. When waiting for a turn on the bikes</li> <li>• Sort healthy foods from less nutritional food.</li> <li>• Discuss sensible choices.</li> <li>• Take turns with a little support from an adult or with the systems in place, e.g. sand timers.</li> </ul>

<p>observations and drawing pictures of animals and plants</p> <ul style="list-style-type: none"><li>• Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors</li></ul>	<p><b>EAD</b></p> <ul style="list-style-type: none"><li>• Produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</li><li>• Discuss changes or patterns they hear when listening to music</li><li>• Create their own beats with musical instruments/body percussion and become confident in games such as syllable clapping</li><li>• Begin to understand the difference between pulse and rhythm</li></ul>
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**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.

**Personal Social & Emotional Development**

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings e.g. what fruit shall we buy? How does that story make you feel? What did you like best?
- 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.
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don’t want to do something, offer them some simple choices with the same outcome e.g. would you like this or that story before you go to bed?
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

**Communication and language**

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.

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



**Physical Development**

- 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.

- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lowercase letters after.



### Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed.
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., ‘Five Little Monkeys’, ‘Ten in the Bed’.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Play ‘spot the number’—focus on the numerals 0 to 9, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

### Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child’s interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child’s developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

### Understanding the World

- Draw your child’s attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with

### Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in, see or experience.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a ‘busy box’ with things like string, tape, wrapping paper scraps, lolly sticks, stickers and straws that your child can use to make whatever they want. Ask them to talk about their creations.

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simple cooking activities.

- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger.

Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community.

Ask questions such as, 'what would you like to do when you grow up?'

- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes. At story time, encourage your child to act out roles from a story with movements or sounds.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Five little monkeys' and 'Jack and Jill'.