

## The Notice Board

- Our educational visit is on the 15<sup>th</sup> June so save the date!
- We will also be having transition days where children will get to visit their new classroom and spend some time with their new teacher. More information about exactly when this is to follow.
- Hopefully as the weather improves the sun will shine more so please make sure children come to school with sunscreen on and also a bottle so we can top them up if needed (labelled with their name) and hats so we can keep them safe.

## Physical Development

Children will continue to develop gross motor skills through exploring moving in a variety of ways during P.D. sessions. They will also be working on ball skills – rolling, throwing and catching.

Dance sessions will focus on growing and also key physical movements – skipping, side stepping, leaping and hopping.

We continue to support the development of fine motor skills with activities such as loose part collages and weaving. We will continue to work on scissor skills in box modelling area by cutting a variety of materials to create their own models.

We work on letter formation during early morning activities.

**Please support your child with this by practicing correct lower-case letter and number formation – in large and small ways.**

## Expressive Arts and Design

In art we will be learning all about collage. Children will be taught that collage is made up of a variety of materials and how to arrange and stick them appropriately for effect. They will investigate making groups of colours. They will learn how to tear and cut materials to manipulate them. They will use Henri Matisse's 'painting with scissors' work as inspiration.

## Communication and Language

The children will continue to develop work on speaking and listening skills during whole and small group discussion by:

- open discussion about the importance of listening and being listened to
- explain why it is important to pay attention when others are speaking
- encourage children through modelling/questioning to identify patterns, draw conclusions, explain effect and speculate

## Understanding the World

Understanding the World Exploring the world around us work will be consolidated – especially the season of summer and changes which occur at this time. Also, the mini-beasts we begin to see at this time of year and growing and changing of the world around us. We will be learning about the history of toys and how our toys today differ from those a long time ago. We will focus on Victorian toys in contrast to modern day ones. We will also be discussing places away from our town that we have visited. It might have been a visit to family in a different place in the UK, a day trip to the seaside or even a holiday abroad. Talking about sights and ensuring children know place names will help our work on this. **Some focus language will be: yesterday, before, at the weekend, last week, last month, last year**

# Summer Term 2

## Reception

## Personal, Social and Emotional Development

Our My Happy Mind and Zones of Regulation work will continue to support children's self-regulation.

## Maths

This term the children will be continuing to consolidate key skills – subitising, counting, composition, sorting and matching, comparing and ordering. Number bonds of numerals within 10 continue to be something children need to work on.

Children will begin to develop understanding of numbers beyond 10 too. We will introduce them to the patterns of teen numbers and be investigating their composition. Finally, we will introduce sharing and grouping as making equal groups to share fairly and everyone has the same. Developing understanding that sometimes things can't be shared equally.

**You can support your child by encouraging them to help share food at meal times or group objects to make sets. You can also begin to encourage them to write numerals to 20 and support their understanding that teen numbers are made of 'ten and \_\_\_ more'.**

## Literacy

Our Drawing Club adventures continue through stories, traditional tales and animations being used as stimuli. We continue to talk about the title, author and illustrator. We also discuss characters, their feelings, story settings and main events. We will also be encouraging children to retell the stories. We will introduce the difference between fiction and non-fiction texts.

We will continue with our phonic work – now using and applying Phase 3 digraphs and the use of tricky words – the, to, no, go, I, he, she, we, me, be, her, they, my, are, all, was, give, live, my, by and their spellings. We will be encouraging children to write sentences more, focussing on leaving spaces between words and beginning to make attempts to add full stops to demarcate them.

**It would be great if you could encourage your child to use their phonic knowledge to help make shopping lists, write cards/letters to family or friends or to make helpful signs for around the house.**

**Also encouraging your child to work on their tricky word spellings through lots of practise would be great!**

to

the

no

go

I

into

her

### Phase 2

me

be

he

she

we

my

by

they

are

you

all

was

give

live

### Phase 3