

Curriculum Newsletter

Reception

Summer 2

At the seaside



We will be learning about the many different ways that we explore the seaside. Each week we will look at different themes such as coastal and seaside areas, rockpools, pirates, seashores in the past and present, ice cream and we will finish with our graduation celebrations.

The children will be provided with an exciting range of activities to embed their learning such as: interviewing characters, retelling a story with puppets, being in the role of characters, creating their own seaside creatures, hunting for treasure, making our own ice cream parlor, buying and selling different seaside objects.

As part of our recovery curriculum we will be focusing on maths skills and phonics skills to consolidate reading and writing as well as building resilience, resourcefulness and our awareness of safety. We will also be preparing the children for their transition into Year 1 through social stories, circle times and transition booklets and work.



The STAR words are the key vocabulary the children will learn, understand and be able to use by the end of the term. For this term our STAR words are:

bucket lighthouse basket

rockpool ice-cream swimsuit

spade pirate boat

You can help your child at home by:

Discussing similarities and differences between London where we live and the seaside, linking it to their own experiences by asking:

- Have you been to the beach?
- What was it like?
- What could you see/hear/smell/taste/feel?
- What was the seaside like in the past?
- How is it different from your experience?
- How did you get there?

Key messages:

P.E for RCO and RLB will be on Monday and Friday.

Reading books will be changed weekly on a **Monday** and **Tuesday**. Books will be reviewed and assigned on Bug Club weekly so please make sure that you are reading with your child. Please ensure that your child has a spare set of clothes at school and a water bottle with their name in. Please can each child have a labelled hat, water bottle and come in with sun cream on to protect them in the hot weather.

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In **Maths** we will be consolidating and strengthening our understanding of numbers to 20 by:

Continuing to add and subtracting numbers to 20 using different ways to record our calculations, such as the part whole model.

Devise and record number stories which will deepen our understanding of the number bonds.

Name, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).

Using vocabulary such as heavy, light, heavier, lightest to describe weight and full, empty, nearly full to describe capacity in role play areas.

Supporting the children to begin learning about time by making clocks and investigating coins.

You can help your child by counting out and representing different amounts to 20 as well as modelling the formation of the numbers, asking the children to edit any incorrect formations.

You can also practise counting in 2's, 5's and 10's using objects as well as singing songs involving these skills, encouraging your children to describe features of coins around them.



In **Literacy** we will be:

Reading fiction and non-fiction books based on the seaside and making predictions based on the images that we see.

Continuing to have a deep focus on segmenting skills to write and blending to read,.

Continuing to focus on verbalising sentences as we write, using finger spaces, our sound mats to

recognise which letters match the sounds in the words and ending our sentences with full stops,

Completing engaging activities such as: News report, labelling pictures, writing captions, writing stories, writing shopping lists and many more.

Supporting with letter formation wherever possible such as using paint, chalk, water and many more.

You can help your child by reading daily and by practising words with phase 2 and 3 sounds in. As well as reading the words, it is useful to get your child to practise writing the words. Please refer to the "Supporting your child in phonics at home" document on ParentHub and Google classroom for guidance. It is important that we embed these skills wherever we can.

PLEASE REMEMBER TO READ WITH YOUR CHILD DAILY.

In **Expressive Arts and Design** we will be:

Use different textures and colours to create creatures that they would find within a rockpool.

Reflect on different materials and why they are using it for their art work, Thinking about what we have already made and suggesting improvements to make it even better,

Using fabric as well as crayons to create a variety of 2D and 3D effects whilst making lighthouses, beach landscapes, pirates and ice creams.

You can help your child by researching what you would find at the seaside and asking your child to describe the texture and colours that they see, then encouraging them to suggest what they may use to recreate this.

In **PSED** we will be:

Continuing to build resilience in all children by celebrating marvellous mistakes,

Continuing to embed being safe with others by sharing social stories, modelling appropriate choices and praising children for being safe and kind to others,

We will be beginning to prepare the children for their transition into Year 1 and provide them with many visuals and opportunities to ask questions and share any concerns.

Ask your child what a marvellous mistake is, why do we celebrate them? Reflect on how our actions impact others and how we can share our needs.

In **Physical Development** we will be:

Developing our athletic skills in preparation for sports day. We will be focusing on races, coordination, skipping, throwing, catching and travelling in different ways.

We will continue to think about the things that help us to stay healthy.

P.E will be on Monday and Friday for both RCO and RLB.

You can help your child by supporting them with throwing and catching skills. Also, taking them to the park to practise running and moving in different ways.

In **Understanding of the World** we will be:

Comparing different coastal areas around the world and sharing our own experiences of visiting these.

Researching the seaside in the past and comparing it with the present and our own experience, sharing stories from our families and adults to explore similarities and differences,

Discuss the effect that pollution and plastic is having on the seaside and its inhabitants,

Share how we could look after the creatures that rely on the beach areas,

You can help your child by talking to them about their real life experiences of visiting the seaside, how did they get there? How is it different to when people visited in the past?