








Reception Summer Term 2022

Welcome back to this new term and our new adventures. Thank you for all of your posts, pictures and comments on Tapestry I think everyone should be really proud of themselves.

Subject	Term 5 It's a Wonderful World	Term 6 Are we nearly there yet?
<p>Personal, Social and Emotional Development</p> 	<p>Jigsaw PSHE: Relationships Discussing family and friends. Talking about how to make friends, be a good friend and resolve friendship issues. Being organised and encouraging independence ready for year 1. Choosing the resources they need to help them with their learning. Looking after themselves and other living things.</p>	<p>Jigsaw PSHE: Changing Me Naming body parts. Respecting our bodies and staying healthy. Growing from a baby to an adult. Talking about themselves, their abilities and their achievements over the year. Exploring worries and concerns about moving to year one to promote a positive transition.</p>
<p>Physical Development</p> 	<p>Gross motor skills: Ball skills, throwing, catching and controlling a ball. Access to large construction, sand pit tools, hoops, ropes, stilts and balls and climbing frame and den making equipment.</p> <p>Fine motor skills: daily finger exercises, button fastening, zips, letter formation, writing opportunities, cutting skills, minibeast craft and design, dough tools, digging and planting in the garden</p>	<p>Gross motor skills: Individual and team races, running, jumping and obstacle races. Access to large construction, sand pit tools, hoops, ropes, stilts and balls and climbing frame and den making equipment.</p> <p>Fine motor skills: daily finger exercises, button fastening, zips, letter formation, writing opportunities,</p>
<p>Communication and Language</p> 	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use new vocabulary in different contexts</p>
<p>Literacy</p> 	<ul style="list-style-type: none"> • Continue with RWI for phonics. • Blending sounds together to read new words. • Listening to stories related to our topic and then retelling them. • Beginning to write at length and using our imagination in our writing. 	<ul style="list-style-type: none"> • Continue with RWI for phonics. • Blending sounds together to read new words. • Listening to stories related to our topic and then retelling them.

	<ul style="list-style-type: none"> • Labelling • Fact cards and information 	<ul style="list-style-type: none"> • Beginning to write at length and using our imagination in our writing. • Writing post cards and letters.
<p style="text-align: center;">Maths</p> 	<ul style="list-style-type: none"> • Counting orally • Counting actions • Listening to number rhymes and songs • Exploring numbers 16-20 • Understand composition of teen numbers. • Number bonds to 10 • Adding two single digit numbers • Subtract more than one from a number. • Counting in 2's and 10's • Measuring and comparing length. 	<ul style="list-style-type: none"> • Counting orally, counting actions, listening to number rhymes and songs. • Solving addition and subtraction problems by counting on and counting back. • Recognising, naming and describing the properties of 3D shapes. • Counting in 2s 5s and 10s. • Talking about position when designing an assault course.
<p style="text-align: center;">Understanding of the World</p> 	<ul style="list-style-type: none"> • Learning the names of flowers. • Talking about the different parts of plants. • Finding out about what plants need to grow (bean experiment) • Planting and growing (forest schools) • Naming minibeasts • Talking about lifecycles 	<ul style="list-style-type: none"> • Noting achievements in Reception year. • Looking forward to year one. • Looking further into the future and talking about aspirations - exploring different job roles through stories and discussion. • Explain some similarities and differences between life in this country and life in other countries on our journey around the world. • Look at maps
<p style="text-align: center;">Expressive Arts and Design</p> 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses • Safely use tools e.g. scissors • Explore using materials and techniques • Design art/ a product thinking about colour, texture and function • Explain what I have made and talk about how I made it • use props and materials when I am role playing familiar stories L • Listen attentively, move to and talk about music, expressing their feelings and responses. 	

Please remember, children need a labelled water bottle in the classroom to access as and when they need a drink. Please listen to your children read and do their words as much as possible and complete the learning journal so that we can change their books. Keep the amazing Tapestry posts up! They really will contribute to a wonderful memory for your child to treasure when they leave reception.

Please do not hesitate to contact me if you have any questions or if you need any support.

Mrs Phillips