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| **Year: Reception class (Butterflies) Topic: Julia Donaldson books. Summer A: 2021** | | |
| **Personal, Social and Emotional Development**  **We will be:**   * Continuing to look at the world and how we can make little changes to help. * Continuing to work on being aware of our own feelings and know that some actions and words can hurt others’ feelings. * Continuing to listen to our friends and take turns and work on our friendships. * Continuing to discuss how we are feeling during carpet sessions, being back at school and how that makes you feel. * Continuing to look at the golden rules and why they are important. * Working on understanding that our actions affect other people, for example, becoming upset or trying to comfort another child when they realise they have upset them.   **Parents please would you:**   * Talk with your child about their day at school. * Encourage your child to talk with friends and adults each day. * Continue to look at your home recycling and ask your child to help you sort it out, especially as I know how hard you are all working on recycling. | **Communication and Language**  **We will be:**   * Talking about and questioning why things happen and give explanations, e.g, *who, what, when, how. (ongoing)* * Continuing to listen to others one to one or in small groups, when the conversation interests them. * Listening to stories with increasing attention and recall. * Continuing to use a range of tenses (e.g. *play, playing, will play, played*).   • Using intonation, rhythm and phrasing to make the  meaning clear to others. Hears and says the initial sound in words.   * Learning to segment the sounds in simple words and blend them together and knows which letters represent some of them. * Looking at descriptive words. * Using language to imagine and recreate roles and experiences in play situations   **Parents please would you:**   * Continue to talk to your child about school and what activities they have done. * Encourage your child to listen to and take part in conversations. * Sing nursery rhymes together and read other books with rhymes in. | **Religious Education: Easter to Pentecost.**  We will be:   * Recalling we already know about the Easter story from before the holidays. Then look at what has just happened – Easter Sunday.   Explaining Pentecost: This was (and still is) a Jewish festival. It commemorates the first fruits of the season. Make a tree/display with fruit of this summer season. Write ‘thank you’ prayers in the fruit.   * Explaining the Resurrection – Jesus had died but he came alive again – he rose from the dead.   Explaining Post-Resurrection appearances – after Jesus had risen from the dead he ‘visited’ the disciples. He showed them that he was alive.  Parents please would you:   * Visit the church for mass with your child. * Pray with your child at meal times. * Talk about the meaning of Easter. Can your child remember what they learned in school? * Talk about helping others throughout the year. How can we do this? |
| **Literacy**  **We will be:**   * Reading books from all around the world. * Reading stories, Sharing a Shell, Snail on a Whale, Zog, Spinderella, The Detective Dog and The Ugly Five. * Continuing to work on a variety of rhyming words and making rhyming lists. * Continuing to look at descriptive words and use descriptive words more in our writing. * Read sentences back to check they make sense. * Looking at our sentences and recognising changes we need to make. * Using a reading finger and picture clues to help us read. * Using our high frequency words in our writing. * Continuing to learn high frequency words each week.   **Parents please would you:**   * Listen to your child read every day. * Look at the high frequency word list that will be sent home during the term and practise reading and writing these words. | **Mathematics**  **We will be:**   * Counting and recognising numbers from 10 and beyond. * Learning to separate a group of three or four objects in different ways and beginning to recognise that the total is still the same. * Using maths books weekly. * Ordering two or three items by length or height. * Continue to show an interest in representing numbers. * Using everyday language related to time. * Using positional language such as ‘*behind*’ or ‘*next to*’   **Parents please would you:**   * Encourage your child to identify numbers around you – on the bus, on your door, in the supermarket etc. * Play shape finding games to see what shapes we see around us every day. * Play board games with your child. | **Understanding the world**  **We will be:**   * Looking at a world map and investigating a variety of places the children are interested in learning about. * Researching whales. * Finding out about the animals in the stories we are reading. * Continuing to show care and concern for living things and the environment. * Looking at a variety of maps. * Starting to look closely at similarities, differences, patterns and change. * Meeting a police dog handler and asking questions. * Inviting Jo to talk about looking after her dog. The children will have questions ready to ask.   **Parents please will you**:   * Continue to talk about how things are different or how they are the same. * Look at a variety of countries online and discuss what is the same/ different. These are important conversations to have with your child, especially as children have so many questions about the world we live in. * Please feel free to email me any special celebrations you have as a family. I can share these with the class. [mcharles5.211@lgflmail.org](mailto:mcharles5.211@lgflmail.org) |
| **Expressive Arts and Design**  **We will be**:   * Understanding that different media can be combined to create new effects. * Looking at materials. * Experimenting to create different textures. * **Parents please would you:** * Talk about colours and how things feel. * Use a variety of textures at home to make models. (recycling items work well) * Visit you tube to listen to the stories we are reading in class. | **Physical Development**  **We will be**:   * Continuing P.E sessions and exploring a variety of different games using balls, beanbags, hoops and bats. We will also be designing circuits to complete.   **Parents please would you:**  Ensure your child wears the correct PE kit to school. | <https://www.youtube.com/watch?v=hheolVGZVvs> Snail on The Whale.  <https://www.youtube.com/watch?v=sitoCZ6dsOk> The Ugly Five.  <https://www.youtube.com/watch?v=ckjm4vG6fT4> The Detective Dog.  <https://www.youtube.com/watch?v=2QYwz9EdUbk> Sharing a Shell.  <https://www.youtube.com/watch?v=Qjgp3YiaKJw> Spinderella.  <https://www.youtube.com/watch?v=qZqFqI0MAfU> Zog. |