



Reception

Summer 1 - 2017

Communication and language development

- **Listening & attention**-adding correct actions to songs, e.g. 10 little monkeys. Using a mirror to watch the shape and movement of their mouth and tongue as they practise and say sounds correctly. Listen and recall facts about animals. Show and tell time using Tapestry to a class audience. Use of Kagan games working in twos & fours building class bonds. Play listening games such as 'Monkey says'. Adding intonation when saying descriptive words e.g. boiling, creepy. Model good listening at all times.
- **Understanding**-use of positional language when making animals in play dough area, putting items away, etc. Follow 2 and 3 step instructions accurately.
- **Speaking**-talking about their own and story characters emotions in different situations. Role play opportunities, e.g. story characters added to small world, becoming a jungle explorer in our role play area.

Personal, social and emotional development

- **Making relationships**-Continuous use of whole school and class rules and expectations through our charter. Encouragement of working and playing in group situations, e.g. working together to develop our role play area, creating a jungle swamp, working in pairs to answer questions etc. Encourage children to use words to explain to others what is wrong rather than shouting, hitting out etc.
- **Self-confidence and self-awareness**- Looking after ourselves, each other and our classroom. Continue to use superstar wall to display clever independent learning. Small group work on social skill development.
- **Managing feelings and behaviour**-Continue to use our behaviour board, stickers, house points and stamps. Encourage sharing; sharing snack at snack time; circle time-taking it in turns to speak & share feelings.

Topic

The Jungle

Trip-Chester Zoo

Physical development

- **Moving & handling**- Develop manipulation skills through: creating collages; making animals out of play dough using associated language, e.g. squeeze, push; cutting and creating; gluing using glue spreaders; independently making sandwiches in our investigation area. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. stalking, hiding, jumping and using larger equipment, e.g. den frame, bikes, wooden skis, bricks.
- **Health & self care**- Continue to reinforce indoor and outdoor boundaries & what we could do when we begin to feel too hot or cold, e.g. put coat on/off. Why do we need to wear warm clothes in cold weather and less clothes in warm weather? Continue to encourage good personal hygiene, e.g. washing hand after the toilet or before snack. Recap on choosing a new snack of the week giving the opportunity to try new, healthy snacks, e.g. cucumber, pepper. Teeth cleaning time built into timetable. Exploring how we feel when we have been exercising, e.g. we feel out of breath, our hearts beat faster.



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✓ Visit the Parkfield website to: read the latest class news, look at photo slideshows and go to the *Parents' Zone* to access resources to help you support your child learn at home!

Literacy development

- **Reading**-Reading own name and labels around the classroom. Recognise and name animals. Look at different types of text, e.g. instructions on investigation table, non-fiction & fiction, poetry. Continue to sing nursery rhymes adding visual resources, e.g. on the Smartboard. Continue to blend letter sounds together to read new words. Read tricky words, that cannot be blended, on sight and with confidence.
- **Writing**-Name-writing. Write model cards for models made. Opportunity to make own fact books/posters. Handwriting activities using sand, water, foam etc. as well as handwriting books introduced. Writing lists and sentences during class and small group work.

Understanding the world

- **People & communities**- Talk about families and how they help each other. Discuss feelings and how people and friends influence these feelings. Look at how people live in other countries (hot)-compare & contrast with life in Middleton.
- **The world**- Look at features of environment, e.g. role play becomes hot lands. Look at the type of plants and animals found in the jungle environment compare to those found in Middleton, England.
- **Technology**-Continue to use class computers- icons and simple mouse control. Introduce school iPads using apps to improve fine motor skills such as writing numbers. Introduce using a stylus on the iPad when appropriate.

Mathematics

- **Numbers**-Reading and counting using numbers to 20 and beyond. Number stories using addition and subtraction symbols and vocabulary. Number songs involving addition and subtraction. Matching objects to numbers. Sharing a picnic between children when camping out in the jungle. Finding answers to simple number problems, e.g. how many more do we need? Doubling numbers-how many legs on 2 giraffes?
- **Shape, space & measure**- Positional language as we make jungle huts, collages and patterns. Language of distance-nearby, far away, miles away. Exploring weight-heavy, heavier, heaviest, light, lighter, lightest. Use of pan scales to explore weight and balance-direct comparison.

Expressive arts and design

- **Exploring & using media & materials**-, Singing songs and adding actions. Add different materials to workbench such as paper plates to make animal masks, feathers, furry fabric.
- **Being imaginative**-Develop role play to represent hot lands-jungle. Collect children's ideas on what could be included. Use different voices when being different characters from animal poems. Add animals from poems into small world area. Acting out real life in home corner and in small world area, e.g. dolls house.

Your Ideas

What would you like to see your child learn this half term?

Please write in the box, cut it out and hand in to us.

Homework

To give your child the best possible start in reading they need to practice at home

at least 3 times a week.

Please continue to practice putting sounds together-blending. We will be recapping on all the letter sounds from the alphabet before moving on to more complex sounds such as igh, oa, ow, oo, ir. We also expect your child to read longer words such as: *adding, William, carpet, bucket* as these are words that can be sounded out but, due to their length, are harder to read.

Your child also needs to know these number doubles and halves off by heart: 1+1 2+2 3+3 4+4 5+5 and which numbers make 5 when added together.

Child's name: _____