



Reception

Summer- 2016

Communication and language development

- **Listening & attention**-adding correct actions to songs, e.g. Find a little seed. Listen and recall story events, trip events and daily events. Show and tell time once a week to a class audience. Use of Kagan games working in twos and fours. Play listening games such as 'Simon says'. Adding intonation when reading or saying certain phrases. Model good listening at all times. Team work when putting up tents etc-listen to each other and respond.
- **Understanding**-use of positional language when building dens, tents and hammocks. Follow 2 and 3 step instructions accurately.
- **Speaking**-talking about their own and story characters emotions in different situations. Role play opportunities, e.g. role play to become camp site, teddies to have own tent. Explaining to others how to do things-instructions.

Personal, social and emotional development

- **Making relationships**-The need to listen to others and respond appropriately-putting up tents, playing follow my leader, working in pairs-one blind folded the other taking them for a walk. How do they feel when they have to rely on others? Is it normal to want help? When do they ask for help? What do they find a little difficult to do? How can we help our friends?
- **Self-confidence and self-awareness**- Looking after ourselves, each other and our classroom. Having a go at new experiences with their friends to support them. Understanding they can keep trying to make something work rather than just give up. Moving their body around safely especially when holding tools for cooking or putting a tent up.
- **Managing feelings and behaviour**-Continue to use our behaviour board, stickers, house points and stamps. Circle time around the camp fire. How would they feel in certain situations and how could we change their feelings if need be?

Topic

Camping and the great outdoors.

Physical development

- **Moving & handling**- Develop manipulation skills through: creating collages from natural items found outside. cutting and creating; gluing using glue spreaders; independently making sandwiches. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. crawling through the forest, stalking, hiding, jumping and using equipment, e.g. badminton.
- **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. Outdoor hygiene-still have to wash our hands. What do we do if there is no water? Outdoor safety-eating or not eating things that grow? Look at food we can eat that grows, e.g. cress, lettuce. Make own salad at our salad bar. Camp fire safety-why is fire dangerous and why is it good? What do we do if we see a fire-is it out of control or is it controlled-e.g. camp fire, barbecue. Who do we call for a fire emergency? Stranger danger-do we know everyone on a camp site? Can we play with children we do not know? Can we go in other peoples tents?



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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 instructions in order to camp successfully-tent, cooking, rules and regulations. Looking at the range of signs we see around us-go on a sign hunt-pictures and writing telling us different things-warnings, rules, place we are at. Treasure hunts around our 'camp site'-read the rules and progress through them to find a camping treasure. Try and read our camping challenges in order to complete and win a camping treat.
- **Writing**-range of writing includes: signs, campfire stories, menu for BBQ, invitations for BBQ, shopping lists for BBQ, lists for camping trip.

Understanding the world

- **People & communities**- Talk about families and who would stay in their tent with them to keep them safe and happy. Discuss feelings and how people and friends influence these feelings. Explore a range of food we could barbecue from around the world, e.g. Caribbean jerk chicken. Find out people who help us when camping and who keeps the land safe for camping-rangers, farmers.
- **The world**- Look at features of environment, e.g. role play-camp site. Compare where we would camp to a town centre like Middleton. Explore materials-which make a good, waterproof tent? Test ideas.
- **Technology**-Use of technology that helps us go on trips and keeps us safe-sat nav, phones. Use of cameras. Research camping using google-internet safety. Program the BeeBot.

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.

Child's name: _____

Mathematics

- **Numbers**-Playing number games around the camp table-cards, board games. Sharing food out when having picnics and BBQs. Looking at problems involving number-we do not have enough food to go round so what can we do? How many can fit in a tent comfortably and safely? Too many children want to go on a treasure hunt so what can we do?
- **Shape, space & measure**- Positional language as we make dens, tents, fires, collages and patterns. Use of time words when talking about stories-first, next, last, after, before. Language of distance-nearby, far away, miles away. 3D shapes-which shapes would make the best tent? Why? Capacity-how many cups of tea come from the tea pot? How many buckets to fill a paddling pool pond for fishing in?

Expressive arts and design

- **Exploring & using media & materials**-, Singing camp fire songs and adding actions. Add natural materials to workbench. Take rubbings from features outside, e.g. bark, pavements, leaves. Look at the natural patterns made-can they make a collage using these rubbings.
- **Being imaginative**-Develop role play to represent a camp site. Collect children's ideas on what could be included. Sing camp fire songs adding instruments-explore sound of instruments and decide which instruments are good for various songs and why.

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, oo, ear, air. We also expect your child to read longer words such as: *adding, William, carpet* 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 off by heart:

1+1	2+2	3+3
4+4	5+5	

and find half of a number up to 10.