



St Joan of Arc Reception Curriculum Newsletter Summer Term 2018 (1st ½)



Topic: London

Religious Education:

We will be covering the following topic in RE this half term;

Local Church and Community – children will have the opportunity to learn about their local church and community and how we celebrate traditions, stories and Jesus.

We will be continuing to learn the prayers for the different part of the school day – a morning prayer, lunch time prayer and home time prayer.

Communication & Language and Literacy:

- **Phonics:** We follow a systematic, synthetic, daily phonic programme. The children are introduced to a new sound each day as well as revising previous sounds taught. The sounds we covered last half term were: m, a, s, d, t, i, p, g, n, o, k, u, b, f, e, l, sh, j, v, y, w, th, z, ch, q, x, ng and nk and r. As well as continuing to revise/reinforce these sounds the children will be introduced to these digraph sounds – ay, ee, igh, ow, oo, are, or, air, ir, ou, oy. The children are taught to break words down into individual sounds when they are attempting to read and write. Please focus on recognising the digraph sounds when reading and also practice forming words using them.
- **Reading:** The children will continue to have weekly guided reading sessions, along with daily story telling and regular big book sharing. Through these activities we will be focusing on - the elements of stories (openings, characters, etc.); retelling stories; the children joining in with known phrases; identifying key high-frequency words; looking at the sounds words begin and end with; and breaking down individual words into separate sounds.
- **Writing:** The children have daily opportunities to write in different areas of the classroom, including role-play areas. Handwriting (name practice, patterns, and letter formation) will continue in a number of ways (chalk, painting, pencil, markers, on paper and in books). The children will also be writing lists, captions and simple sentences, looking at punctuation such as capital letters and full stops. The children are encouraged to 'have a go' at writing – recording the sounds they are able to hear in the words they want to write.
- **Speaking and Listening:** The children will have lots of opportunities to work in small groups where they are encouraged to take turns speaking and listening to each other. We also have weekly 'show and tell' sessions and circle times. We encourage the children to speak in full sentences and encourage 'good listening' skills such as looking at the speaker. The children will play lots of listening games to increase their listening skills. There will be opportunities to retell stories, negotiate play activities and share and discuss their ideas during small group teaching activities.

Personal, Social and Emotional Development:

- We will be reinforcing how to speak to each other, how to negotiate while playing and how to play nicely with others. We will continue to reinforce what to do if you become upset in the playground, or while playing with others.
- We will be reinforcing how important it is to wash our hands after going to the toilet and before eating, and talking about how important it is to exercise.
- We will encourage children to talk about how they and others show feelings, talk about their own and others' behaviour, and resulting consequences, and know that some behaviour is unacceptable.

Mathematical Development:

- Our number work will focus on recognising, counting, and ordering numbers to 20.
- We will be learning how to form numbers 10 – 20 and to count out groups of objects, with correct 1:1 counting.
- We will also be learning how to count in 10s, 2s and 5s.
- We will be comparing two sets of objects and identifying which set is more/less.
- We will be learning how to solve problems including doubling, halving and sharing.
- We will also be measuring while doing practical activities such as playing in the sand and water trays.

Understanding of the World:

- We will be discussing how technology has changed over the years. We will use non-fiction books and pictures to help us compare technology such as telephones, radios, etc over the years.
- The children will have opportunities to use the 2-Simple and Early Years ICT programmes to explore musical sounds and patterns. Daily ICT opportunities also occur such as the use of the interactive whiteboard, bee bot robots and remote control toys, through all curriculum areas.
- For geography, children will have the opportunity to explore different types of maps and atlases. We will also be learning about the differences between countries and capitals.
- The children will be encouraged to select and use resources around the classroom to construct a variety of vehicles and famous landmarks. If you have any recycled materials – boxes, containers, kitchen roll tubes (check the products didn't contain nuts before sending into school please) we would appreciate them for the children to use for DT.

Physical Development:

- We will continue to have weekly PE sessions. Please ensure your child has the correct PE uniform at school – a white T-shirt, blue/black shorts/jogging bottoms and black plimsolls. **Please ensure that these items of clothing and their bags are named clearly.** We will be focusing on gymnastics this half term. The children will have opportunities to explore the various gymnastic apparatus and equipment in the small hall.
- The children have daily access to the sand and water trays with a mixture of planned activities (investigating floating and sinking, measuring and ordering according to size and weight, using foam numbers and letters, letter moulds and story props to retell stories) and child initiated activities (using a wide variety of sand and water tray equipment).
- The children have access to the variety of resources in the outdoor area (climbing equipment, balls, etc).

Expressive Arts and Design:

- We will continue to have weekly singing sessions as well as following the Music Express programme. This programme allows children to experiment and create using different instruments, their voices and different objects around the classroom.
- The children will be able to role-play different roles all linked with our topic 'London'. **(If you have any resources that will be useful in our role play areas such as underground maps, tickets, pamphlets, information about London, please send them into school).**
- The children also have lots of opportunities to explore their own creative interests with access to a variety of art materials on a daily basis.
- Within our topic on 'London', the children will be exploring with a wide variety of material to construct different iconic monuments.

Ways you can help at Home:

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| ☺ Encourage your child to dress independently – teach them how to do up their buttons, zips, buckles, put on/take off their jumpers. | ☺ Provide opportunities for your child to use pens, paper, pencils, scissors, paint, etc. at home. |
| ☺ Encourage physical activity through trips to the park, ball games, swimming, running, biking, climbing, etc. | ☺ Read with your child each night, discuss the story with them and record in their reading record. |
| ☺ Reinforce the sounds we have covered/are covering at school and encourage your child to blend known sounds together to read unknown words, or when attempting to write. | ☺ Practise the words from your child's word tin/word wall. Encourage your child to look out for these words when reading their reading book. |
| ☺ Go to the library and find books about different technologies that make sounds such as TVs, telephones, stereos – discuss similarities and differences. | ☺ Look for and discuss different sounds around the home, and when out and about. |
| ☺ Look for numbers and shapes in the environment as you are out and about. | ☺ Practise forming numbers in different ways – making numbers from playdough, painting numbers, etc |
| ☺ Encourage your child to speak in full sentences when they are answering a question. | ☺ Provide opportunities for your child to 'have a go' at writing. |
| ☺ Count regularly with your child – as they are tidying up, doing different jobs, etc. | ☺ Let your child help as you cook at home – discuss measuring with them etc. |

Other Information:

- Adult Storytime: We would really appreciate parent volunteers to come and read a story before home time. Please speak to your class teacher if you are interested in volunteering. Dads don't be shy!

Thank you for your continued support. We look forward to another successful half term in Reception.

Glossary

Digraph- A type of grapheme where 2 letters represent one phoneme e.g. ea in each. These can also be split where the two letters are not next to each other. Examples include: take- a-e and line- i-e.

Grapheme- A letter or combination of letters that corresponds to a single phoneme within a word e.g. t in ten, ate and bet corresponds to /t/. The grapheme ph in dolphin corresponds to the phoneme/f/.

Phoneme- A phoneme is the smallest unit of sound that signals a distinct contrasting meaning .e.g. /t/ contrasts with /k/ to signal the difference between tap and cap. A single phoneme can be represented in writing by 1, 2, 3 or 4 letters that constitute a single grapheme.

Trigraphs- A type of grapheme where three letters represent one phoneme, e.g high, pure, patch, hedge