



## **Reception Curriculum Newsletter** **Summer Term (First Half) 2025**

Dear Parents and Carers,

Welcome to the Summer term! We hope you have had a relaxing Easter break. It was lovely to see all of the children return to school looking very refreshed after the Easter holiday and ready for the challenges that lay ahead during this exciting term. We have a busy term of learning and activities ahead of us.

Please ensure that you continue to read with your child at home every day and record this in their reading diary, by either commenting on how they found reading the book or initialling/signing that they have read on a particular day. Please also continue to support your child to develop their comprehension and inference skills by asking them questions about the book. We count the children's reads every week, and if they have read five times or more, they are entered into our weekly raffle. We also award a 'Reader of the Week' certificate.

**Children who regularly read at home consistently make better progress than those who do not, so please do support them with this.** If you have any questions, please do not hesitate to ask.

### **Homework**

Homework is set each week via Tapestry. This is due on the following Thursday. We also hope your children are enjoying using Letterjoin and Numbots. These are useful resources for supporting your child with their letter formation, and subitising skills. If you have any questions about either of these, please do not hesitate to ask.

### **Learning Themes**

Our aim is to make sure that your child's learning experiences are exciting and enjoyable, by delivering a creative and stimulating curriculum which is based on the skills highlighted in the Early Years Foundation Stage curriculum. All learning is linked to the children's interests and to an overall theme. This half-term, the children will be looking at animals. This is a very popular topic that the children are enjoying, and hopefully you have heard all about it at home already! Last week, the children enjoyed talking about their own pets, as well as writing about the staff pets (including our beloved Simba!). We also explored the book 'I Want a Pet', by Lauren Child during our drawing club work, during which the children were asked to guess what was inside our mystery egg! This week and next, we are exploring the magical world of minibeasts, and the children will be learning all about the fascinating lifecycles of some of these amazing little creatures!

## **Supporting Your Child at Home**

### **Reading**

Frequently sharing books with your child and talking about the main characters and sequence of events will support your child to develop their comprehension skills. Supporting your child to read from left to right, encouraging them to point to each word as they read, using the picture if they get stuck on a word, using the words they know already to help them, segmenting and blending the phonemes in cvc words, and reading repeated words throughout the book, will help your child to improve their reading skills.

### **Mathematics**

Using numbers in everyday contexts, such as recognising house numbers, counting the number of stairs climbed when going to bed at night and counting the number of shoes found on the shoe rack at home, will enable your child to practise and apply their mathematical skills in real life contexts. Incorporating mathematics and mathematical vocabulary into everyday routines and activities, e.g. tidy up time and mealtimes in particular, provide opportunities for conversations about counting, comparing, time and sharing. Playing board games, particularly with linear, numbered, equal-sized spaces can also be useful for the development of early number skills. At school, the children have been exploring the pairs of numbers that make 5, e.g.  $2 + 3 = 5$  and  $6 - 1 = 5$ , so incorporating these number facts into everyday circumstances would be useful. It will also become increasingly important for the children to be able to write numbers from 0 up to 10, so finding time for the children to do this using a variety of media and materials will help.

### **Reminders**

#### **Books and Reading Records**

We are finding that books and reading records are not always in the children's book bags when we come to change their books. Please can you ensure that your child has both their reading record and their books in their bag every day.

#### **Packed Lunches**

If you are including grapes in your child's packed lunch, please can you ensure that they are cut in half lengthways. They can present a choking hazard if this is not done.

#### **P.E.**

The children will be having P.E. on Tuesday afternoons throughout this half term. Please ensure that you provide a **fully named** P.E. kit that is suitable for outdoor P.E. lessons, as P.E. will sometimes be outside. If your child has pierced ears, please ensure that their earrings are removed on P.E. days for health and safety reasons. Long hair should always be tied up whilst the children are at school and especially during P.E. lessons.

#### **School Shoes and Uniform**

We would very much appreciate it if you could ensure that all your child's uniform (including school shoes) is named. As you can imagine, it becomes

difficult to ensure these items do not get lost or sent home with the wrong owner if they are not labelled. Thank you.

### **Snack Time**

All the children in Reception are given either fresh fruit or vegetables for a healthy snack every day and this initiative is funded by the government. Milk is also provided free of charge up until your child's fifth birthday.

### **Water Bottles**

Now that Summer is upon us, it is particularly important that children bring a **named** water bottle to school every day. Please can this be placed on the trolley each morning, rather than stored in book bags, as we have seen many books ruined by leaking water bottles. Please also ensure that the bottles only contain water and not juice or squash.

### **Warm Weather**

With the warm weather approaching, please ensure that your child has a sun hat in school, so that they will be able to safely enjoy learning in the outdoor area. Also, please could sun cream be applied to children before they come to school and then the children will be able to top this up for the afternoon? Please provide a named bottle of sun cream in your child's book bag. There are also brands available that last all day.

### **Health and Safety**

We would be very grateful to all of those parents and carers who can support us by not letting their children use any of the resources that are in the outdoor area, including the climbing frame, during the morning drop off and afternoon pick up.

### **Dates For Your Diaries**

**May Day (Bank Holiday):** Monday 5<sup>th</sup> May

**May Half Term:** Monday 26<sup>th</sup> May – Friday 30<sup>th</sup> May

**Training Day:** Monday 2<sup>nd</sup> June

**Summer Term Continues:** Tuesday 3<sup>rd</sup> June

**Reception Balance Bikes:** Week commencing Monday 16<sup>th</sup> June





**Term Ends:** Wednesday 23<sup>rd</sup> July

**New Term Begins:** Wednesday 3<sup>rd</sup> September 2025

If you have any questions or queries, please do not hesitate to contact us.

Thank you for your continued support.

## Reception Summer Term (First Half) 2025

 <p><b>Communication and Language</b></p> <p>Children will continue to sit quietly during whole class and smaller group led activities. Through listening to different stories, the children will practise their communication skills by talking about their own ideas. They will be encouraged to link statements together and to stick to a main theme when talking.</p>	 <p><b>Physical Development</b></p> <p>Children will gain confidence in all areas of physical development, including using scissors and other one-handed tools with safety. They will be concentrating on developing good pencil control and forming their letters using a pre-cursive script. Children will explore moving in a variety of ways using small, big, high and low movements.</p>	 <p><b>Personal, Social and Emotional Development</b></p> <p>Children will learn to recognise and identify feelings in themselves and other people. They will begin to recognise how change can affect themselves and others in different ways. Children will consider ways of making themselves and other people feel better in different situations. In circle time, we will be thinking about the puzzle piece 'Relationships'.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Reading</b></p> <p>Children will continue to take part in reading practise sessions. These sessions will help them to develop important reading strategies, as well as developing both their literal understanding and their inference skills.</p> <p><b>Writing</b></p> <p>We will continue to focus on how we form sentences when writing using a capital letter, finger spaces and a full stop at the end. Children will be encouraged to form their letters correctly using a pre-cursive script.</p> <p><b>Phonics</b></p> <p>In our daily phonics lessons, the children will continue to learn new sounds and practise segmenting and blending to read and spell words.</p>	 <p style="text-align: center;"><b>Mathematics</b></p> <p><b>Number</b></p> <p>Children will continue to explore the composition of numbers up to 10. Children will be working on being able to automatically recall numbers bonds up to 5 and some number bonds up to 10. Children will also continue to develop their subitising skills, i.e. recognising quantities without counting.</p> <p><b>Numerical Patterns</b></p> <p>Children will be verbally counting beyond 20. Children will be comparing quantities up to 10 in different contexts. Children will also explore and represent patterns within numbers up to 10.</p>	<p><b>Understanding the World</b></p> <p>Children will talk about their families, special times and celebrations. They will explore the world around them, including looking at the local environment and the changes that are occurring. Children will explore the lifecycle of various animals.</p> <p><b>Expressive Arts and Design</b></p> <p>Using different media and materials, the children will explore colour, shape and size. They will also engage in different role-play scenarios, such as taking on the role of a palaeontologist in the dinosaur museum and taking on the role of a vet. Children will begin to take part in whole school singing assemblies, as well as whole class singing and music making sessions, where they can make up their own songs, rhymes and rhythms.</p>