

Literacy/Phonics

In Literacy our focus text will be 'Dear Dinosaur'

We will be applying what children have learnt in Spring term about sentence structure, adjectives and punctuation to further develop and improve our writing throughout Summer term. The children will develop their stamina for writing longer pieces.

Our focus story includes different methods of written communication such as post cards, letters and emails. We will be exploring these with the children to build their understanding that writing is purposeful. They will learn how to use connectives such as 'and' and 'because' to join sentences.

Phonics

Children will be working in groups closely matched to their stage of development. Some children will be reviewing Phase 2. Most children will be continuing Phase 3. A few children will be moving into Phase 4. For all the children, there will be a focus on using phonic knowledge independently in both their reading and their writing.

Understanding of the World

We will be exploring elements of History, Geography, Computing and Science through our Dinosaur topic.

Children will have the opportunity to lead their own learning as we discover the dinosaurs they are most interested in and they come up with questions they would like answered about that dinosaur.

When finding out information about dinosaurs we will be using ipads and computers to help us. We will be gathering information to make comparisons between the characteristics of different dinosaurs, for example herbivores and carnivores

Children will learn about 'past' and 'present'

Personal, Social & Emotional Development

This term we will begin the process of preparing the children for their transition from Reception into Year 1.

Children will reflect on how far they have come and be supported to identify their next steps and talk about the ways they can develop those as they continue their learning journey into next year and beyond.

We will talk about change. The feelings we can have around change and how we can talk about our feelings. We will link this work to our new Learning Behaviour of 'Challenge'

Curriculum Newsletter

Reception

Summer term — Digging for Dinosaurs

Physical Development

All 3 classes will continue do PE on **THURSDAY** every week. Children will need to come to school WEARING PE KIT on this day.

PE kit should consist of:

- navy shorts OR jogging bottoms
- White plain t-shirt or white school logo PE t-shirt
 - Plimsolls or trainers

Children are **not** permitted to wear hoodies or logo tops or t-shirts. Indoor PE is usually undertaken bare footed. Outdoor PE is undertaken wearing suitable PE footwear such as plimsolls or trainers. Children may wear their school jumper over their PE kit.

This term children will be developing skills in bat and ball games and relay activities

Maths

Children will begin to move from solely using practical resources to solve problems, to using pictorial representations.

By the end of the year children should be able to:

- Have a deep understanding of number to 10
 - Subitise up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 recognising when one quantity is greater than, less than or the same
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Expressive Arts and Design

Children will be exploring how sounds can be changed – for example to create loud or soft sounds. They will be creating musical instruments of their own design in the junk modelling area

Children will be matching movement to songs. They will also be listening to different genres of music and discussing their likes and dislikes.

Children will build on construction skills from last term by looking at how they can join materials in different ways and evaluate which ones works best for different purposes. For example using prit stick, PVA glue, split pins or sellotape