



## Reception Class Summer 2 Term Newsletter

Welcome to the Summer 1 term, this term we have an exciting new topic we are covering.

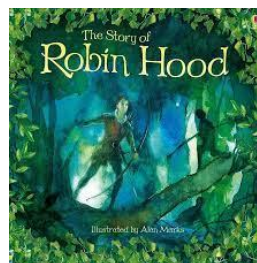
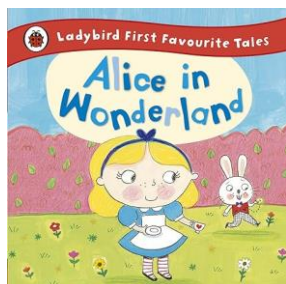
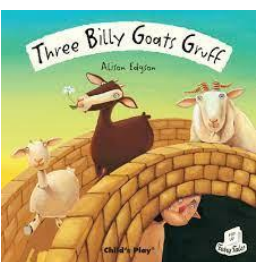
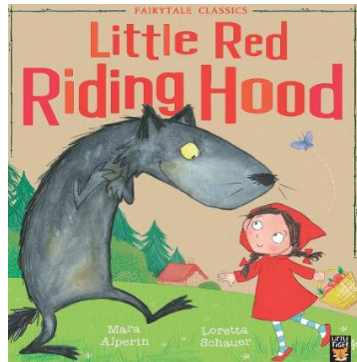
## Topic: Stories from the Past

This term we will be exploring the new topic of 'Stories from the Past'.

We will be looking at a wide variety of fiction and non-fiction books.

## Literacy Focus Books:

These are the key texts I will be using this term for literacy.



## Notices

This term PE will be on a **Tuesday**.

Library book change is a **Tuesday**

Phonics decodable book change is a **Friday**.

**\*Please can you put their phonics decodable book in your child's book bag every day.\***

Home learning handed out on **Fridays** and handed back in on **Wednesdays**.

**PLEASE, NO NUTS IN LUNCH BOXES including hazelnut spread.**

## Upcoming Events

- **Friday 14th June-Shared Learning Morning and Church Service**
- Wednesday 3<sup>rd</sup> July – Sports Day
- Wednesday 10<sup>th</sup> July- Reserve Sports Day
- Monday 15<sup>th</sup> July-INSET Day
- Friday 19<sup>th</sup> July-Receptions Class Assembly
- Thursday 25<sup>th</sup> July- Last Day of School

## Activities to do at home:

- Encourage your child to read their phonics decodable book at least 4 times in a week.
- Help your child complete their home learning for the week. You can complete the task by doing a little bit each day so it is not to overwhelming.
- Read and enjoy the library book your child brings home.

# Phonics:

This term we will be moving onto Phase 5 phonics. We will be learning new graphemes and HRS words.

Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ev> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

RECEPTION/PRIMARY 1 SUMMER 2: PHASE 5 INTRODUCTION	
Alternative spellings:	
<ay> /ai/	play all day
<ou> /ow/	a proud cloud
<ie> /igh/	pie on your tie
<ea> /ee/	each have a treat
<oy> /oi/	the boy cries 'ahoy!'
<ir> /ur/	a quirky shirt
<ue> /oo/	true, the sky's blue
<aw> /or/	fawn on the lawn
<wh> /w/	whip with a whisk
<ph> /f/	photo on a phone
<ew> /oo/	the crew flew
<oe> /oa/	tiptoe past the doe
<au> /or/	pause the launch
<ev> /ee/	use money to buy honey
<a-e> /ai/	cake by the lake
<e-e> /ee/	the athletes compete
<i-e> /igh/	time to shine
<o-e> /oa/	note in an envelope
<u-e> /oo/	tune on the flute
<c> /s/	cycle in the city

# Maths:

During this term there will be a lot of consolidating on the key skills as well as introducing doubling and odd and even numbers.

## Consolidating Key Skills

During the summer term, continue to practise and consolidate these key skills.



### Subitising



Continue to provide regular opportunities for the children to instantly recognise small quantities. Dice, domino and bingo games as well as matching and comparison games will continue to support children's subitising skills. Ensure they include a variety of different representations.

### Counting



Provide regular opportunities for the children to practise and consolidate counting on and back within 10. Support the children to use the counting principles in order to find how many in a set or to count out a required number of objects from a larger group.

## Composition



Continue to develop the children's understanding that all quantities are composed of smaller quantities.

### Sorting and Matching

Continue to encourage the children to notice similarities and differences as they match and sort objects in new contexts.

Ask: Can you find or build one the same as this?  
Can you find or build one which is different to this?  
Why is it different?

Can you see how I have sorted these items?  
How else could we sort them?

### Comparing and Ordering

Build in regular opportunities for the children to continue comparing and ordering quantities and measures. Prompt them to notice which set has more, which has fewer and when 2 sets have the same amount.

# Understanding the World:

Some of the things we will be looking at this term:

**KEY VOCABULARY**

fairytale	stories with imaginary characters who often live in magical lands
legend	stories from a long time ago, sometimes with a little bit of truth
myth	an imaginary story that helps to explain the world around us
fable	a story that teaches us a lesson
folk tale	stories from different cultures

**stories have been told by people for many, many years**

**stories can be told in different ways:**

  
from memory

  
in books

  
using pictures

  
in poems, songs and music

  
with puppets

**the Legend of St George and the Dragon**



St George had to be brave

**ancient Greek Myths**



Prometheus stole fire from the Gods and gave it to humans

**Aesop's Fables**



the Hare lost the race because the Tortoise didn't give up

**Anansi the Spider**



Anansi is wise and sometimes makes mischief

**PSHE-** This term our theme is 'Changing Me'. We will be touching upon our bodies and how we can respect our body by keeping it healthy. We will also be talking about moving into year 1 and express our feelings of worry and/or excitement.

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**Music-** We will be focussing on learning a variety of songs from different eras and genres. We will choose one song to perform in front of the other classes in the school.

**RE-** This term we will be focussing on stories and why they are special. The children will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.