





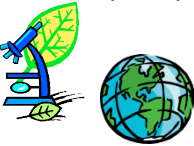


The Federation of Fairfield Infant and Colneis Junior

Reception Summer Term Information 2017

Year group teachers:	Mrs Simmons Miss Anderson RB	Mrs Brinkley & Miss Donnelly RA Miss Clarke RC
Year group support staff:	Mrs Bowen Mrs Kingham Mrs Rowe Mrs Hitchen Mrs Cartwright Mrs Aitchison Miss Webster	
Dates for the diary: 	<ul style="list-style-type: none"> • Class assemblies – 10:25am with a maths themed workshop to follow: RA – Thursday 25th May 2017 RC – Thursday 22nd June 2017 RB – Thursday 13th July 2017 • Reception parents afternoon – Thursday 8th June 1:20-3:15pm with a ‘Jack and the Beanstalk’ inspired measuring theme. Please come to your normal classroom door to be signed in. Tea and coffee will be available at the end of the session. • ‘Stay and Play’ session – Friday 30th June 8:50-10am Stay and join in with our first session of the morning. The focus will be bedtime routines and bedtime stories. More information will follow. • Tuesday 9th May – Dental Nurse Visit discussing good oral hygiene. • Monday 12th June – Jungle Book Pantomime. Children will watch the performance in school. • Thursday 15th June 2017 - Sports Themed Morning – (Children will wear their PE kits to school with sun cream and a sun hat/waterproof coat in the case of showers.) • Thursday 29th June 2017 – Allotment Visit. Children will return to the allotment to see how the food is growing and the purpose of scarecrows. <i>(More information will follow.)</i> • Thursday 6th July - Sports Day Races approx. 9:15am on the back green. Parents are invited to watch the races. (Children will wear their PE kits to school with sun cream and a sun hat/waterproof coat in the case of showers.) 	

Curriculum areas to be covered this term in:	
Personal, social and emotional development (PSED) MR – Making Relationships SCSA – Self-confidence and Self-Awareness MFB – Managing feelings and behaviour	<p>The children will be learning to :</p> <ul style="list-style-type: none"> • Play co-operatively, taking turns with others. They will be supported to take account of one another’s ideas about how to organise their activity. (MR) • Speak confidently in a familiar group and talk about their ideas. (SCSA) • Say when they do or do not need help. (SCSA) • Talk about how they and others show feelings. They can talk about their own and others behaviour, and the consequences, and know that some behaviour is unacceptable. • Work as part of a group, understanding and following the rules. (MFB) <p>Overview: This term we will focus on preparing for Year 1, encouraging the children to adjust their behaviour to different situations and take changes of routine in their stride. They will be encouraged to try new activities and select the resources they need for chosen tasks with increased independence. We will continue to focus on being a good friend during philosophy sessions, with discussions often based around a story. Children will be encouraged to show sensitivity to other’s needs and feelings. They will have open ended questions to discuss and will work with talk partners to share thoughts and ideas.</p>
Communication and language (CL) & Literacy (L)  LA – Listening and attention	<p>Curriculum Links/Areas of Learning - Communication and Language:</p> <p>The children will be learning to :</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations. (LA) • Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. (LA) • Follow instructions involving several ideas or actions. (U) • Answer ‘how’ or ‘why’ questions about their experiences and in response to stories or events. (U)

<p>U – Understanding R- Reading S – Speaking W – Writing</p> <p>Communication and language – listening, understanding and speaking (CL) & Literacy (L) – Reading and writing</p>	<p>Curriculum Links/Areas of Learning - Communication and Language: Continued:</p> <ul style="list-style-type: none"> Express themselves effectively using past, present and future forms accurately. (S) Talk about things they have observed, making comments and asking questions about the natural world. (linked to Understanding the World) (S) <p>Talk underpins all activities in the Early Years. Children regularly discuss their ideas, observations and are learning to develop their speech into complex sentences using the word 'because'. The class toy will be used to promote speaking and listening skills. The 'Big Question ~ Talk Homework' is a good opportunity to practise these valuable skills at home. Thank you for your support in contributing to the toy's diary – it is lovely to read about the children's experiences at home.</p> <p>Curriculum Links/Areas of Learning - Literacy: The children will be learning to :</p> <ul style="list-style-type: none"> Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words – 'Tricky Words'. They demonstrate understanding when talking with others about what they have read. (Reading) Use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words – 'Tricky Words'. Write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others are phonetically plausible. (Writing) <p>Overview: Children are continuing to use the 'Pen Pals' handwriting scheme to promote correct pencil grip, improve pencil control and teach correct letter formation. We will be looking at letter families to teach correct starting positions (<i>ladder, caterpillar, one-arm robot and zig-zag monster</i> letter families). Children will be focusing on a range of stories including Katie Morag stories, Handa's Surprise and Jack and the Beanstalk. Children will use non-fiction books to research minibeasts, life at contrasting sea sides and African countries. Children will write using a range of genres including storytelling, lists, information booklets and life cycle diagrams.</p>
<p>Mathematics (M)</p>  <p>N- Number SSM – Shape, space and measure</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to :</p> <ul style="list-style-type: none"> Read, write and order numbers to 20 and beyond, saying which number is one more or one less than a given number. Count reliably with numbers from one to twenty and beyond. Using quantities and objects, children add and subtract beginning to count on or back to find the answer. Solve problems using doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, position, distance, time and money. Recognise, create and describe patterns and models. Explore characteristics of everyday objects and shapes, and use mathematical language to describe them. <p>Overview: Children will focus on developing a deep understanding of number, using practical equipment to represent numbers such as straws, counters and Numicon tiles. They will explore place value learning about 'tens' and 'ones' (previously referred to as 'units'). The children will explore mathematical symbols for recording work, including +, - and =. Children will use their 'Maths Learning Powers' with the super heroes 'Captain CC', 'Incredible IE' and 'Organising OC'. These characters encourage children to 'have a go' by applying their mathematical skills in different activities. There will be a focus on using correct number formation.</p>
<p>Expressive Arts and Design</p>  <p>EMM – Exploring using media and materials BI – Being Imaginative</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to:</p> <ul style="list-style-type: none"> Sing songs, make music and dance, experimenting with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. (EMM) Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. (BI)

<p>EMM – Exploring using media and materials BI – Being Imaginative</p>	<p>Expressive Arts and Design: Overview: Children will be encouraged to use the ‘Creation station’ to create and make models as well as developing their own projects. Children will focus on developing their paintbrush control and colour mixing. There will be a ‘home corner’ and different role-play areas with props to encourage imaginative play.</p>
<p>Understanding the world (UTW)</p>  <p>Understanding the world (UTW)</p>  <p>PC- People and Communication TW – The World T – Technology</p>	<p>Curriculum Links/Areas of Learning: The science topics being introduced will include:</p> <ul style="list-style-type: none"> • Animal life cycles • Minibeasts • Food cycles and how plants grow. Children will be invited to help to plant vegetables in the Reception playground’s growing box. • Seasonal changes – looking for signs of spring and summer. • Weather –focusing on wind and keeping ourselves safe in the sun. <hr/> <p>The topics for this term include:</p> <ul style="list-style-type: none"> • Spring and Summer • Healthy eating • Looking after our teeth (Dental Nurse visit) • Jack and the Beanstalk – growing and measuring focus • Journeys – Mapping skills • Katie Morag – Life on a Scottish Island <p>The children will be learning:</p> <ul style="list-style-type: none"> • About food cycles, learning how we grow and harvest plants. (TW) • To show an interest in the lives of other people, recognising special times or events for families. (PC) • To make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14) • To know about similarities and differences among families, communities and traditions (PC) • To know about similarities and differences in relation to places, objects, materials and living things. (TW) • They make observations of animals and plants and explain why some things occur, and talk about changes. (TW) • To select and use technology for particular purposes. (T) • To interact with age appropriate software. (T 40-60+ months) <p>Overview: Children will work collaboratively to plant and maintain flower beds and growing boxes. Children will grow beans in class. They will care for and monitor the growth of plants.</p> <p>Children will learn about animal habitats and life cycles. They will have the opportunity to study caterpillars and tadpoles growing into butterflies and frogs. Children will learn to identify minibeasts from different habitats.</p> <p>Children will consider how life on a Scottish Island (Katie Morag) is similar and different to their own life in Felixstowe. Children will also learn about African animals and their habitats. (Handa’s Surprise)</p>
<p>Physical Development</p>  <p>MH – Moving and Handling HSC – Health and Self-Care</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to: (<i>Gross motor skills</i>)</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing and scissors for cutting. • Children will be developing their muscle strength, supporting the handwriting programme, with a focus on climbing. They will use the climbing apparatus in the hall as well as the outside adventure playground. (MH) • Children will know the importance for good health of physical exercise and a healthy diet. • Talk about keeping healthy and safe. • Manage their own basic hygiene and personal needs, including dressing independently. (HSC)

Physical Development Overview:

Children will continue to use a range of construction equipment such as lego, building blocks and cardboard boxes. Children will use a range of fine motor equipment, including threading and tweezers. They will continue to work on own projects and collaborate with others on group projects.

Children will explore different ways to move and apply this to the use of equipment in the shared outdoor space, adventure playground and during PE lessons. Children will explore dance inspired by stories and music from other cultures. Children will prepare for sports day races and activities.

Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g. take off and put on shoes and jumpers.
- Promote good manners and tidying up after themselves.



- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items of interest related to their own work.
- Encourage them to celebrate and share achievements using our 'WOW' wall, e.g. certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.



- Encourage your child to read, write and practise the sounds and keywords highlighted on their keyring and in their diary. Use the letter cards (in the Phonic pack) to spell simple words. Practise counting and finding totals, for example how many knives and forks are on the table? Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflets sent home to support reading and maths at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g. altering your voice, pausing at punctuation, making predictions 'What do you think will happen?'
- Practise reading and spelling the high frequency words and the 'tricky words' on your keyring.
- Discuss number in everyday life – time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.



There are some great facilities for children developing their strength and co-ordination including the Martello Park on Manor Terrace. Children enjoy the personal challenge of travelling along the balance beam and climbing over the A-Fame. These tasks are a great way to develop a positive mindset with perseverance and a sense of achievement.