



## Reception — Summer Term 2025

Welcome back! We hope you had a restful easter break and you are ready for lots of fun as we move into the Summer term.

Details of our topic activities can be found further along this letter. They will provide lots of learning experiences which we hope the children will enjoy.. The adults will continue to observe the children in a range of self-initiated and adult led activities to assess their stage of development. This ensures the learning and play activities provided will aid and support their learning.

Forest school activities will resume on Tuesday afternoons. We will also do PE activities on Thursday afternoons with Time4Sport and we are hopeful that the weather will be kind do children can also enjoy further balance bike sessions. Please make sure children are dressed accordingly in appropriate clothes, with suitable footwear and outerwear. As the weather gets warmer less waterproof clothing may be required, however as the weather can change during the day we ask that children be prepared for various eventualities.

The links between home and school are especially important in the Early Years. Please keep sending your Proud Clouds in — we love to share them! If you need more please get in touch.

Please check your child's Home-School diary daily for any messages and check the Reception page of the school website regularly for additional information and updates about our learning.

Thank you,

Mrs Griffin and Mrs Jones

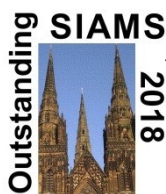
### Any Questions ?

*I am available at the start or end of the school day.*

*However, an appointment can be made if you would prefer a more discreet conversation.*

### Medical Issues

*Please inform a member of staff if your child's medical status should change. For example the need for an inhaler or development of an allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.*



During the term the following objectives will be covered:

## Prime Areas



### Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate,
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

### Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small toys, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

During the term the following objectives will be covered:

Specific Areas

### Literacy

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Vocabulary Focus

We will continue to develop a language rich environment and make learning new words fun by playing word games and singing songs. We will also develop the children's understanding of key concepts.

### Mathematical Development

#### Number:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



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## Learning Questions

### Summer Term First Half

#### What's in a Lifecycle?

To explore this theme we will be building on some lifecycle activities we did before Easter and explore lifecycles of other creatures and plants. We will look at what the stages of various lifecycles are called and how the creatures or plants change during their lifecycle, examining the changes they go through.



### Summer Term Second Half

#### Are All Minibeasts Scary?

We will talk about what classifies a creature as an insect. observe different minibeasts and talk about their habitats. We will look at how insects can hide and how they can protect themselves.



### Physical Development

Our PE lessons will take place on Thursdays. Please can children come in wearing their PE kits, with earrings removed on this day.

### Forest School

Forest School will be on a Tuesday afternoon. Please be mindful of the daily weather forecast and how changeable it can be. Children should come suitably dressed in WARM, WATERPROOF LAYERS with suitable waterproof gloves too. As the weather gets warmer children will need to have an appropriate hat and wear once-a-day sunscreen. It is especially helpful, as part of children's selfcare and dressing skills, if they can put their own kit on independently, so please practice self-dressing skills where possible.

Please make sure all kit is named so it can be returned if misplaced.

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