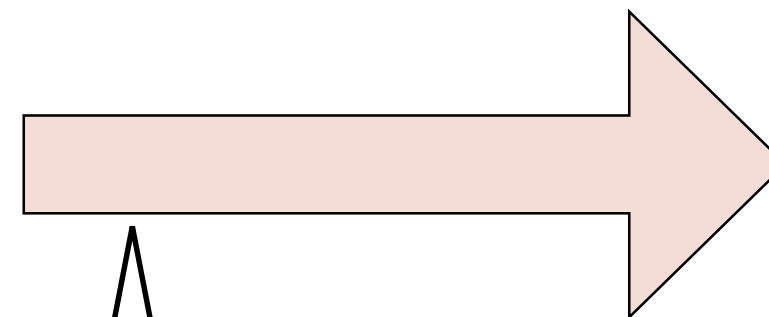
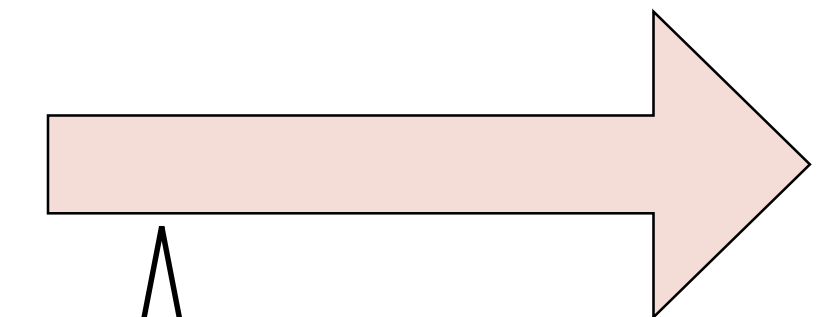
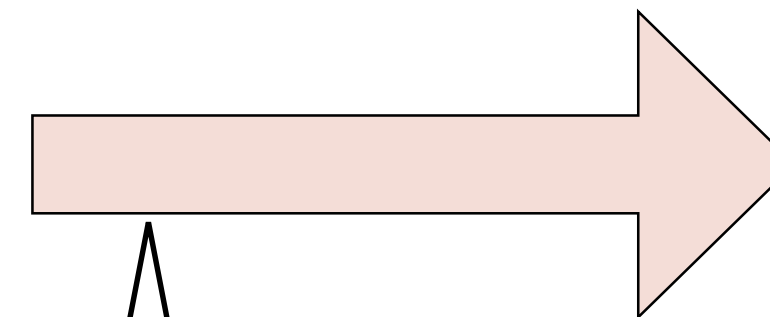
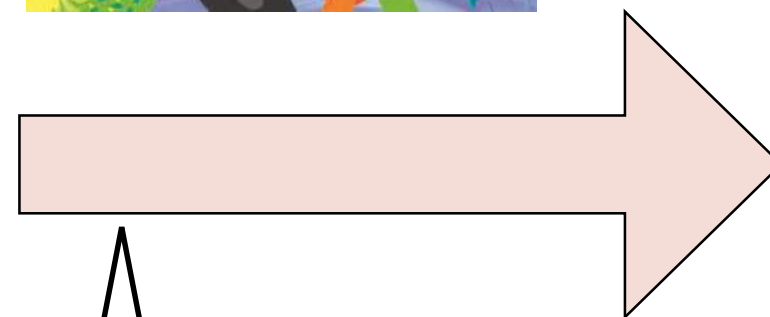
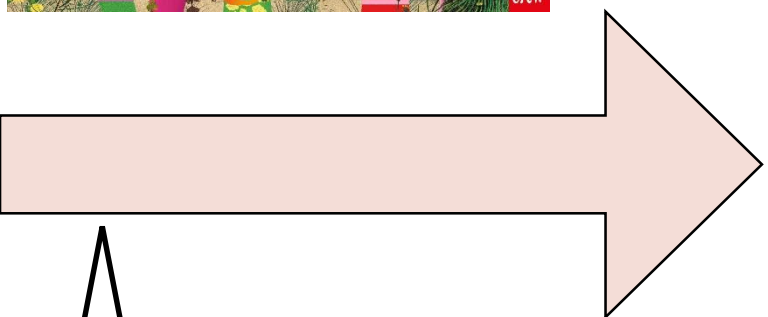
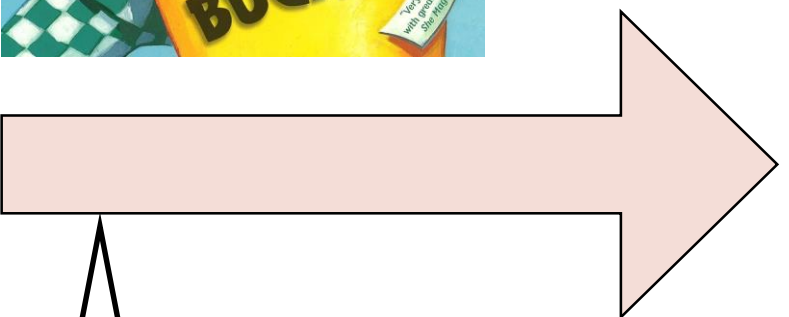
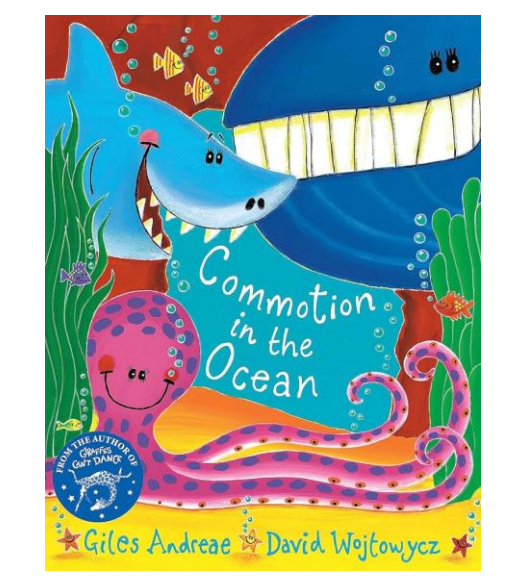
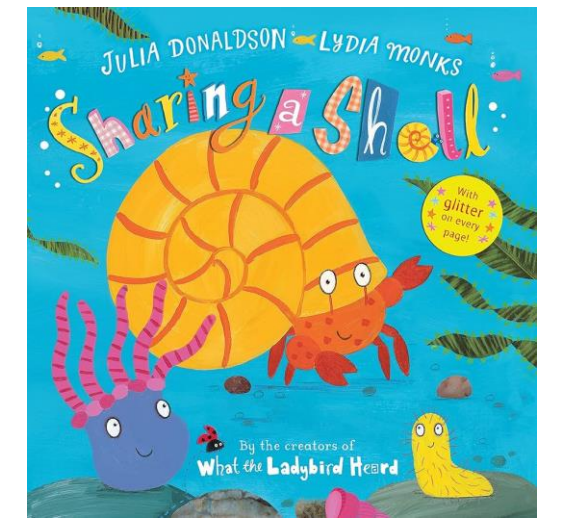
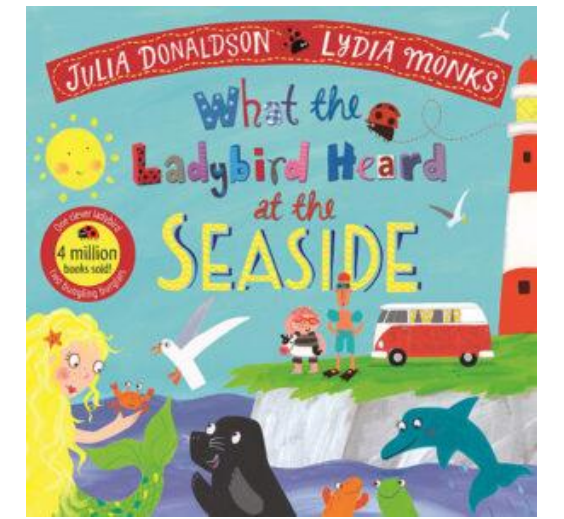
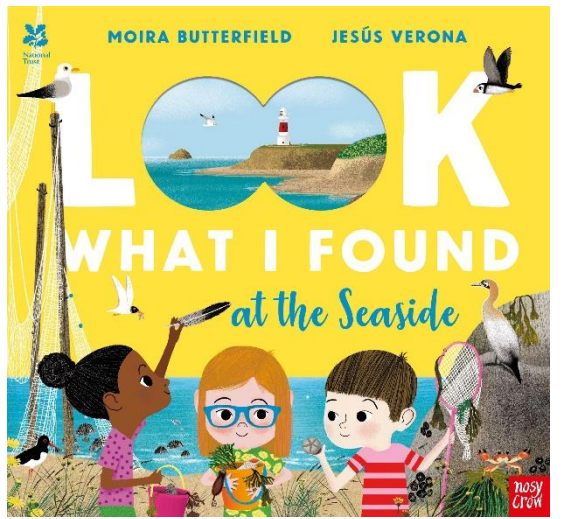
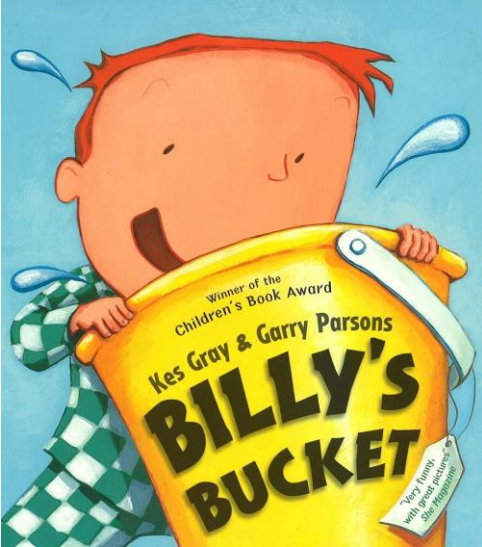


Summer 2 Reception: What's it like to be beside the seaside?

Key books this term



Key Vocabulary
Imagination- thinking about an object or thing that is not there or pretending one thing is something else
Peering- carefully looking inside something
Chuckled- quiet laugh
 - Key Questions?
 • I wonder why Billy wanted a bucket?
 • How did Billy feel about his Mum and Dad wanting to borrow his bucket?
 • What would you like for your birthday?
 • If you had a bucket what would be inside it?

Key Vocabulary
Armour- A covering to protect the body during battle
Millions- a very large number
 Moulting-to shed feathers, hair or an outer skin in order to grow
Fossils- the remains of plants and animals that lived long ago
 - Key Questions?
 - What things might you see at the seaside?
 - Can you tell me about shells
 - How is a fossil made?
 - What do you like to do at the seaside?

Key Vocabulary
Tuneful- musical
Frowned- a facial expression used to show you are not happy with something
Thieves- someone who steals something that is not theirs
Brainy- very clever
 - Key Questions?
 - What animals live in the sea?
 - What did the ladybird hear?
 - I wonder what the thieves wanted to steal and why?
 - If you were a sea creature what would you be?

Key Vocabulary
Scuttle- using small fast steps to move around
Roaming- to move around in any direction
Ungrateful- not saying thank you
Sparkling- reflecting light
 - Key Questions?
 - Why did the crab decide to share it's shell?
 - What is the difference between a crab and a hermit crab?
 - Why did they begin to argue and fall out?
 - If you were a hermit crab what type of shell would you like to live in?

Key Vocabulary
Commotion- A sudden movement including noise
Batch- a group of something
Blubber- fat that keeps some animals warm
Iceberg-A huge piece of floating ice
 - Key Questions?
 - What creatures can you name that live in the sea?
 - What under the sea creature would you be and why?
 - Can you make up a poem about a sea creature?

Key Vocabulary
Pirate- people who sailed the world on ships
Anchor- A device which is lowered to the seabed to stop a ship/ boat from moving
Shore- the land beside an ocean
Booty- a pirate word for treasure
 - Key Questions?
 - If you were a pirate what treasure would you hunt for?
 - What treasure were these pirates looking for? Why did they want it?

Physical development

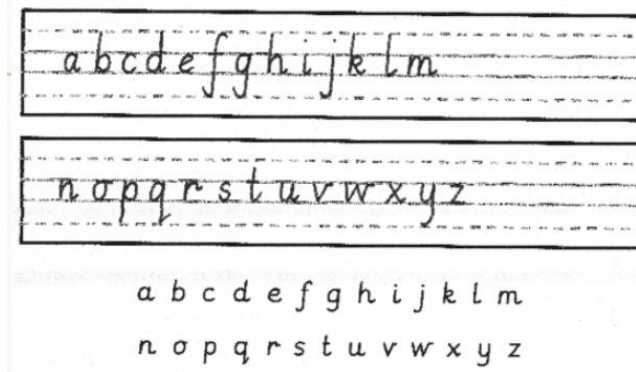
Coats and zips

If your child can not yet zip up their own coat, please keep practising with them at home. We know that sometimes winter coat zips can be tricky.



Letter formation

This is an important skill in learning to write. We continue with our handwriting sessions in class and will be sending home sheets to practise letter formation at home. Please encourage your child to hold their pencil correctly using a tripod grip.



Scissor Skills

Scissors are an important part of continuous provision. They are a hard tool to learn how to control and use correctly, so we ensure lots of scissor skills opportunities are provided. Scissors help to develop children's fine motor skills by using muscles which are normally not used in other fine motor activities. Strengthening the hand muscles is important for many daily experiences children have, including fastening zips and writing.



Mathematics

We follow the White Rose scheme for maths, incorporating numicon and number blocks to support our maths.

Sharing and grouping – The children will recap on sharing and grouping from last half-term. The children will learn how to identify whether a number is odd or even by sharing objects into two groups.

Visualise, build and map – The children will deepen their understanding of different patterns, and will begin to develop a secure knowledge of pattern rules and the ability to verbalise their thinking and explain it to others.

The children will also learn about spatial reasoning. They will replicate scenes in the small-world and construction areas, as this will develop their thinking as to where objects are in relation to each other. This is the beginning of mapping.

Consolidation – We will have opportunities to revisit prior learning.

AT HOME: Share some objects (e.g. coins, marbles, toys) between two people. Talk to your child about whether the number of objects they have shared, can be shared out equally or not.

Understanding the world



The natural world

In line with our topic we will look at our own community Stocksbridge and its surroundings and compare them to the seaside. We will talk about differences and similarities between both places. We will talk about the importance of how to look after these natural places and the consequences to humans and animals when we don't. We will look at animals and plants in seaside habitats. Animals and plants that live under the water, those that live in the air and on land. We will name different and label body parts of different animals e.g. a dolphin, fin, beak, flipper. We will go back to the community allotment and observe the differences and similarities from the last visit in August. Questioning changes and why and linking our answers to the different seasons.

People and Communities

This half term we will look at people who live and work at the seaside. There jobs and roles around the sea. We will look at the life guards and what they do to help people. We will look at the different shops at the seaside and compare the similarities and differences between Stocksbridge shops and those by the sea. We will discuss if the seaside is just somewhere for holidays or if people live there like we do here in Sheffield. Asking do children go to school at the seaside? Do adults go to the supermarket? Do people drive there? Or do all people that go to the seaside just go to play on the beach?

AT HOME: If you have been to the seaside with your child, talk with them about what they remember. What did they enjoy doing and what did they not enjoy doing.

Phonics/ English



eBooks

Monster Phonics has a range of e-books that children will be reading at school. You can support your children by accessing them at home here:

<https://ebooks.monsterphonics.com/>

Parents have been sent unique log in details.

AT HOME: Please read your school reading books and practise reading your keywords regularly. Please log reading in your child's reading diary.

Sounds

We are following the Monster Phonics programme and will be teaching the following sounds this term:

Week 1 – CCVCC (Consonant, Consonant, Vowel, Consonant, Consonant Words) – stand, blank, twist, crust

Week 2 and 3 – CVC (Consonant, Vowel, Consonant Words) and Polysyllabic words – shampoo, giftbox, helper, windmill

Week 4 – Words that begin with three consonants – scratch, splash, squash, three.

Week 5 – CCVCC words with previously taught digraphs (two letters that make one sound.) – stamp, blink, frost, crept, grunt

Week 6 and 7 – CVC (Consonant, Vowel, Consonant words) and High-Frequency words.

Get active with phonics

We make phonics fun and engaging by using a range of teacher-led learning and hands-on activities. For children, learning in an active way helps them to retain information better. Here are some great active ideas to support your child with their phonics awareness.

<https://phonicshero.com/getting-physical-phonics/>

Keywords

(High-Frequency Words)

These are words that the children should just say and not sound out. These are the words we are focusing on this half-term:

Week 1 – time, out, house, about

Week 2 – made, make, came

Week 3 – I'm, very, old

Week 4 – called, asked, looked

Week 5 – their, our

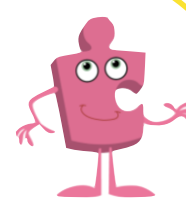
Week 6 – Mr, Mrs, don't

Week 7 – people, could



PSED

Jigsaw



This half-term, the theme is Changing Me. We will be talking about everyone being unique and special. The children will be able to express how they feel when change happens. They will understand and respect the changes they see in themselves and others. The children will also share their memories of their best bits from Reception and say what they are looking forward to in Year One.

AT HOME: Look at pictures of your family from when they were little. Discuss how they have changed and compare to children's life now

PE



Outdoor – In this unit, children will practise and further develop their fundamental movement skills through the topic of 'around the world'. The children will learn and develop these skills by playing a variety of games.

Indoor – In this unit, the children will create different shapes and then put them into a sequence. They will pretend to be different types of creatures that live under the sea.

Expressive arts and design

In D.T we will explore different materials and which ones float and which ones sink. We will use our knowledge to make a boat to float on water.

Art and Design

We will continue to create still life pictures of shells and other seaside objects using pencils concentrating on shade and tone. This half term we will look at 3D sculpture and form. Using clay, playdoh and junk modelling to construct different seaside sculptures.

Music

We will continue using our music scheme, Sparkyard. This half-term begins with opportunities to tell playful stories using voices and tuned instruments.

Religious Education (RE)

Children will learn different stories from different religions. They will find out why these might be special to a believer.



Remember to log any home learning onto Seesaw. If you need reminders of your login details, please get in touch with your child's class teacher.

Reception Summer 2

These are the sounds and words that your child should be able to read by the end of this half term. The e-book titles correspond to the sounds and words taught each week.

CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could
ASSESSMENT 5						

E-book Titles	Help for a drifting ship Stuck on Big Ben	An old mat Getting help	The monster bash The spell
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Recap any books from Summer 1.