



Reception Newsletter Summer 2 2019



Our project this half term is 'Oh I do like to be beside the seaside'

This half term we will be learning about the seaside, we will learn about the seaside as a holiday destination and why it is nice to go there.

We will use our imaginations to write stories about pirates and treasure! We will also visit Cleethorpes as a traditional seaside destination.

Below is the outline of our half term; although we have planned what will be taught each week this **will** change dependent upon the children's interests. The language we will be working is included and it would be great if you could use this language at home too!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Book: We're going on a pirate hunt Retelling the story <i>Language: First, Next, After that, Then, Finally, Once upon a time, The End.</i>	Book: Pirate poems Write a simple pirate poem <i>Language: rhyme, poem</i>	Book: We're going on a pirate hunt Describe a pirate using descriptive language (wanted poster) <i>Language: descriptive words e.g. enormous, small, brown, green, large</i>	Book: non-fiction: seaside Facts about the seaside, what you can do there <i>Language: seaside related words e.g. beach, pier, seagulls, sandcastle etc</i>	Book: Recount of trip Recount of the trip to Cleethorpes farm <i>Language: First, Next, After that, Then, Finally and seaside related language</i>	Book: Letter to new teacher Write a letter to their new teacher. <i>Language: Dear, from.</i>	Book: Memories of our year in Reception Retelling your favourite memories of this school year. <i>Language: based around experiences and favourite times e.g. I liked...</i>
Numeracy	Money <i>Language: pence, pound, total, add, take away, change</i>	Estimation <i>Language: good guess, round up, near</i>	Mixed number problems: addition and subtraction <i>Language: add, more, count on, addition, sum, add, equals, take away, less, count back, subtraction, sum, equals</i>	Time <i>Language: First, then, after, o'clock, half past</i>	Sharing <i>Language: share, equally, divide</i>	Mixed number problems: addition and subtraction <i>Language: add, more, count on, addition, sum, add, equals, take away, less, count back, subtraction, sum, equals</i>	Shape <i>Language: 2D 3D, circle, square, triangle, rectangle, pentagon, hexagon, octagon, cube, cuboid, sphere, cone, pyramid, cylinder</i>

<p>Areas</p>	<p>Communication and Language development.</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> • Listening to stories and thinking of an alternative ending. • Responding to stories by using story related vocabulary • Listening as part of a larger group e.g. in assembly • Following instructions involving several parts. 	<p>Personal, social and emotional development.</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> • Listening to other children’s ideas and responding to them. • Being confident to speak in front if a group • Saying something that I am good at when talking about myself • Playing games following simple rules. • Stopping and thinking before reacting to something that upsets us or that we don’t agree with. 	<p>Physical development</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> • Trying to fasten our coats and buttons independently • Trying to fasten shoe laces • Talking about the importance of a healthy and balanced lifestyle • Talking about how to keep healthy and safe. • Dressing independently for PE • Try to control the size of our letters when writing.
<p>Understanding the world</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> • Knowing the difference between the past and present • Using a computer to type a simple sentence • Looking at the world around us, talking about why things happen and what we can see. • Knowing that our actions will affect others in the future (pollution) • Knowing that there are differences between family’s communities and religions and respecting other people’s views. 		<p>Expressive arts and design</p> <p>We will be focusing on:</p> <ul style="list-style-type: none"> • Exploring how materials can be combined and then changed. • Making music and composing our own music. • Talking about the features of our work, why we have chosen to do it in this way. 	

Reading

Reading diaries should be brought to school every day along with a book bag or suitable bag.

It is important to listen to your child read as often as possible at least 3 times a week.

Your child has received a tricky word bookmark. Please help your child to learn these words on sight. It would also be helpful if your child could spell these words.

We have recently experienced a high volume of school books coming back damaged, drawn in and ripped. Please take care of the books that you are taking home. We understand that wear and tear happens but recently we have had a lot of book that have been drawn in.

Technology questionnaire

If you have not yet filled in a technology at home questionnaire please do so as soon as possible, all of this information helps us to build a better picture of your child at home

Dates for your Diary

Wednesday 5th June: School closed for Eid

Wednesday 12th June: Eid celebration day.

17th-21st June: Keeping healthy week, **Wednesday 19th June** Sports day

Friday 28th June Cleethorpes trip

Friday 5th July School Fair at Carterknowle Juniou school

Wednesday 10th July Celebration of work 3pm-5pm

Garden party

Due to the poor weather last half term the plants that we were growing in Reception did not flower on time. We apologise for this. As soon as we have sufficient vegetables the children will invite you to come and taste what we have grown.

Talking to your child's teacher

If there is anything you wish to discuss, the best times are either before school at 8.40am or after school at 3.20pm. Alternatively, you can write a note in your child's reading diary or email enquiries@holphouse.sheffield.sch.uk and we will respond to you as soon as we can.