



RECEPTION SUMMER TERM

Teachers - Mrs Heaton and Mrs Arkontopoulos

Teachers are supported by - Mrs Bridge and Mrs Evans

Welcome back! Our topic for the summer term is 'Beside the Seaside'. This is a lovely topic for our final and hopefully warm and sunny term. We intend to go to Sully beach every Friday pm if we have enough adult supervision and the weather is suitable. We need 1 adult for 4 children as our ratio. Below is some information about some of the things that we will be learning about during this term.

LANGUAGES, LITERACY AND COMMUNICATION

Oracy - Use appropriate language to talk about the beach and coastline, express opinions about Sully beach and its environs; ask and answer questions about the sea and beach; describe what lives in and near the sea and how to look after the environment.

Reading - recognise a wide range of high frequency words; begin to read back your own writing; use context and pictures to understand reading material; learn letter names; use fiction and non-fiction books to learn about the beach and what lives in and around the sea.

Writing - Consolidate letter formation; write words and phrases independently using phonic knowledge and a high frequency word bank; experiment with newly learned vocabulary.

Welsh - Choose to communicate with peers in Welsh; become aware of the link between language and culture.

MATHEMATICS AND NUMERACY

Algebra - recognise, copy, extend and generalise patterns; use the equals sign to indicate that both sides of a number sentence have the same value; find missing numbers in number sentences

Number - recognise all 2-digit numbers; count in sequences, forwards and backwards; explore forming a quantity in different ways; group or share small quantities into equal-sized groups; use money in real-life situations; begin to understand fractions

Shape and Measure - Consolidate knowledge of 2D and 3D shapes and explore different ways of sorting and using them; make estimates and comparisons with measures; explore movements and directions; begin to tell the time

Data - Represent and interpret data using a range of methods, including tally charts, frequency tables and pictograms

SCIENCE AND TECHNOLOGY

- I can show curiosity and question how things work
- I can explore the environment, make observations and communicate my ideas
- I am beginning to follow a sequence of instructions
- I can experiment with and identify uses of a range of computing technology in the world around me

HEALTH AND WELL-BEING

- I am beginning to recognise some of the behaviours that affect my well-being and I am beginning to know how to respond and get help
- I know what a healthy lifestyle

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	<p>is</p> <ul style="list-style-type: none"> • I am aware that thoughts and feelings can change • I am beginning to understand how feelings are communicated through actions
<p>HUMANITIES</p> <ul style="list-style-type: none"> • I can show an awareness of who I am and that I am similar and different to others • I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. • I am beginning to communicate my observations in simple ways. • I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world 	<p>EXPRESSIVE ARTS</p> <ul style="list-style-type: none"> • I can listen to and respond to views about my own creative work and that of others • I am beginning to compare my own creative work to the creative work of others • I am beginning to talk about my moods and emotions and use these to impact upon my creative work
<p>OTHER INFORMATION</p> <p>PE - PE lessons will be on a Thursdays and Fridays</p> <p>Home Reading Books - Home reading books will be sent home weekly. Please share them together, with as much conversation about the text as possible. Please practise any new sounds, words and handwriting.</p> <p>Useful websites - http://www.bbc.co.uk/education/topics/zf44jxs/videos/1 http://www.topmarks.co.uk/Search.aspx?q=fairy%20tales http://www.ictgames.com/</p>	

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