

# Reception Summer 2024 Second Half Term Overview

In class your child will be...	At home you could...
<b>PRIME AREA: Communication and Language</b>	
<ul style="list-style-type: none"> <li>• Listen and respond in class discussions.</li> <li>• Hold conversation when engaged in back-and-forth conversation when speaking with teachers and peers.</li> <li>• Discuss characters and their feelings and emotions.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> <li>• Continue to develop vocabulary focused on objects and people important to them.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Try and use new words throughout the day to expand your child's vocabulary. You could swap a word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.</i></li> <li>• <i>Using talk to help work out problems; organise thinking and activities; explain how things work and why they might happen.</i></li> <li>• <i>Try retelling a story once children are very familiar with the text; some as exact repetition and some in their own words.</i></li> </ul>
<b>PRIME AREA: Personal, Social and Emotional Development</b>	
<ul style="list-style-type: none"> <li>•</li> <li>• To support friendships by looking at qualities, considering how to resolve conflicts, reflect on kind words, know how to be a good friend.</li> <li>• To develop strategies to help remain calm.</li> <li>• To name parts of the body and discuss how to respect it.</li> <li>• To talk about feelings during transitions including worries. To celebrate achievements.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Managing their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Show sensitivity to the needs of others.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plan some snacks or discuss the importance of healthy food choices and a balanced diet.</i></li> <li>• <i>Play some games—you could even make up your own game! Practice taking turns and sharing. Remember we might not always win, but it's fun to play with others! Hopefully we will have some warmer weather now, spend some time outdoors being active—can you remember any of the games we have played in PE? What other sports could you play outdoors with your family</i></li> </ul>

## PRIME AREA: Physical Development

- **Fine and Gross Motor Skills**
  - Threading, cutting, weaving, using playdough and other Fine Motor activities.
  - Use a range of small tools confidently including scissors, paintbrushes and cutlery.
  - Begin to show accuracy and care when drawing.
  - Holding their pencil effectively with a comfortable grip.
  - Forming recognisable letters where most are correctly formed.
  - Moving their bodies with confidence.
  - Provided with opportunities to spin, rock, tilt, fall, slide and bounce.
  - Using picture books and other resources to learn about the importance of the different aspects of a healthy lifestyle.
  
  - **PE Lessons – Games**
  - To develop accuracy when throwing and practise keeping score.
  - To follow instructions and move safely when playing tagging games.
  - To learn to play against an opponent.
  - To play by the rules and develop coordination.
  - To explore striking a ball and keeping score.
  - To work cooperatively as a team.
- *During mealtimes, encourage your child to cut up their own food using knives and forks. Start with soft food before moving to food that is slightly tougher. Alternatively, provide cutlery to practise cutting playdough.*
  - *Spend time doing activities that encourage your child to use their fingers and hands as much as possible, for example, using playdough, pegging out the washing, cutting and sticking etc. This will help to develop muscle strength and improve pencil grip.*
  - *Experiment with a range of music and have your own disco! Combine slow and flowing music with some fast tunes with a strong beat. Can they change their movements according to what they hear?*
  - *Encourage your child to use balancing equipment when visiting the park.*

## SPECIFIC AREA: Literacy

- Learning Traditional stories.
  - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
  - Look at non-fiction books and find out the difference between non-fiction and fiction.
  - Anticipate key events in stories.
  - Continue to share, discuss and enjoy books, poems, rhymes and stories including books that promote and discuss diversity.
  - Continue applying phonic knowledge to words increasing in length and beyond CVC.
  - Practice reading and writing the sounds they have learned. Revise and recognise common irregular 'red' words, spelling some correctly.
- Focus Texts:
- What the lady bird heard at the seaside.
  - The Lighthouse Keepers Lunch
  - The Night Pirates
  - Commotion in the Ocean
  - Look what I found at the Seaside
- *Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard, writing a sign for their creations, or writing some treasure hunt instructions.*

### SPECIFIC AREA: Mathematics

- Maths focus:
- Adding
- Subtraction
- Volume and Capacity
- Sorting
- Time

- *Play board games such as snakes and ladders.*
- *See what numbers they can spot when you are out and about to help with number recognition e.g. road signs, posters, telephone numbers. Children could also try and see what shapes they can spot too.*
- *Go on a walk around your garden or an outside area. Collect some natural materials, such as leaves pebbles, conkers or acorns. Sort the items into sets. Which set contains the most items?*
- *Use different containers in a water tray or the bath. Can they tell you if the container is empty, full, half empty or nearly full?*

### SPECIFIC AREA: Understanding the World

- Develop exploration and investigative skills.
- Learning about other parts of the world and other cultures
- To make comparisons between cultures and experiences.
- Discuss roles of different people in the community and how they contribute to society.
- Read simple maps. How do we find out things?
- Learn how to operate simple equipment including computer and moveable toys.
- Learning about festivals and celebrations.
- Look at growth in nature including animals, plants and humans.
- To discuss past and present events.

- *Explore the natural world around you in your garden or local park. Encourage your child to look closely at the plants and insects, making observations and drawing pictures.*
- *Seasonal changes - What do they notice about the weather now? What has changed?*

### SPECIFIC AREA: Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

- Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration.
- *Could use instruments at home or utensils to make music (spoons, pots and pans).*