



# Shincliffe CE Primary School Home / School Links

Summer 2

During this half term the children in Reception will be looking at the following areas within their “Land Before Time” theme:

Curriculum Area	Content to be taught in school	Possible Activities to be completed at home
Communication, Language & Literacy	<ul style="list-style-type: none"> <li>• Blending and segmenting of words with 4 sounds accurately (e.g. frog, brush, start etc).</li> <li>• Confidently reading cvc words on sight without needing to blend them anymore (e.g. dog, man, big, pop etc)</li> <li>• Continuing to recognise a growing range of “tricky words” on sight, without needing to blend them (said, like, come, etc).</li> <li>• Reading the majority of words on sight within captions and simple sentences.</li> <li>• Confidently writing longer sentences independently, by making phonetically plausible attempts at unknown words &amp; also writing known “tricky words” correctly.</li> <li>• Punctuating sentences correctly when working independently by starting with a capital letter, putting finger spaces between words &amp; finishing with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• When reading stories with your child, pause part-way through and ask them to predict what might happen next.</li> <li>• Support your child by listening to them read their school reading books each week, encouraging them to read the majority of words on sight now (without needing to blend them).</li> <li>• Support them with being able to write for different purposes whilst at home (e.g. shopping lists, writing birthday cards etc).</li> <li>• Encourage your child to write something independently on their weekly “Home Story” sheets.</li> <li>• Continue to encourage your child to hold a pencil using the correct “froggy fingers” grip when writing, drawing &amp; colouring.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Recognising numerals 1-20, focusing on the numbers 11-20 especially.</li> <li>• Ordering numbers from 1-20 and from 20-0 independently.</li> <li>• Counting more than 10 objects in a random arrangement.</li> <li>• Selecting the correct numeral to represent 1-20 objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Play board games like “Snakes and Ladders” which involve counting the correct amount of spaces to move your counter along.</li> <li>• Support your child with using a number line to add and take away single digit numbers within 20 (e.g. <math>13 - 6 =</math> or <math>8 + 4 =</math> etc)</li> <li>• Count pairs of socks in 2s up to 20 and fingers in 5s up to 50.</li> <li>• Help your child to use words such as “capacity”, “holds”, “more”,</li> </ul>

	<ul style="list-style-type: none"> <li>Using a number line to support them with adding and taking away single digit numbers within 20.</li> <li>Recognising and continuing simple repeating patterns.</li> <li>Counting from 10 – 100 in steps of 10, from 2 – 20 in steps of 2 and from 5 – 50 in steps of 5.</li> <li>Using everyday language related to position, capacity and time.</li> </ul>	<p>“less”, “most” &amp; “least” in the correct context.</p> <ul style="list-style-type: none"> <li>Talk about the position of a toy using language such as “behind”, “beside”, “next to”, “above” etc.</li> </ul>
Knowledge & Understanding of the world	<p><u>“Land Before Time”</u> – Learning all about dinosaurs – what they ate, their characteristics, how they became extinct. Learning about how we can try to be healthy – sorting foods into those which are good for us &amp; those which are special treats.</p>	<ul style="list-style-type: none"> <li>Talk about things which support us to keep healthy – getting enough sleep, making healthy food choices, good personal hygiene (washing hands after going to the toilet etc)</li> </ul>
Technology	<ul style="list-style-type: none"> <li>Completing simple programs on a computer independently &amp; listening to “ORT Talking Stories”.</li> <li>Continuing to practise taking photographs and accessing learning apps using an Ipad.</li> <li>Practising typing their name using a computer keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage your child to use technology at home themselves to foster independence.</li> <li>Support your child with typing the letters from their name on a keyboard (laptop or PC), recognising the capital letters by name as they type.</li> </ul>
RE	<p><u>The festival of Eid</u>– Learning about this Muslim festival, how it is celebrated &amp; the customs related to it.</p> <p><u>Christian Ceremonies</u> – Learning about what happens during weddings and baptisms in Church as Christian ceremonies.</p>	<ul style="list-style-type: none"> <li>Talk about any weddings/baptisms or other naming ceremonies that your child may have had experience of.</li> </ul>
Personal, Social & Emotional Development	<p><u>Circle Time</u> – Discussing our transition into Y1 – going on visits to the Y1 classroom in our house colour groups, being taught by the Y1 staff during transition sessions, talking through any questions/anxieties about the change of classroom etc.</p> <p>– Reinforcing our Reception class routines and rules by talking about classroom behaviour and knowing what is acceptable/unacceptable behaviour.</p>	<ul style="list-style-type: none"> <li>Practice turn-taking and sharing fairly.</li> <li>Allow them time to explore their feelings about moving into Y1 through talking with you.</li> <li>Talk with your child about what they are looking forward to about being in Y1. <i>Please write us a message in your child’s blue book if they mention anything that is</i></li> </ul>

		<i>worrying them about moving into Y1 and we will do our best to allay those worries.</i>
Expressive Arts & Design	<ul style="list-style-type: none"> <li>• Making dinosaur transient art (using glass beads etc)</li> <li>• Making a dinosaur mask.</li> <li>• Painting pictures of dinosaurs.</li> </ul> <u>Music</u> - Songs linked to Dinosaurs	<ul style="list-style-type: none"> <li>• Encourage your child to hold pencil crayons/felt pens using the correct "froggy fingers" grip.</li> <li>• When your child is drawing, encourage them to add detail to their pictures &amp; use correct colours.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Increasing in confidence when taking part in athletics activities in preparation for Sports Day.</li> <li>• Handling tools, objects, construction and malleable materials safely and with increasing control, especially scissors.</li> <li>• Being completely independent when dressing and undressing for PE; putting on and fastening their own coats, putting their shoes on the correct feet, fastening buttons and zips etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise different ways of moving such as hopping, skipping, running, marching, jogging etc.</li> <li>• Practise using scissors at home to cut paper, encouraging your child to hold them correctly and safely.</li> </ul>