



# Shincliffe CE Primary School Home / School Links

Summer 1 2024

During this half term the children in **Reception** will be looking at the following areas within their “**Magic and Mayhem**” theme:

| Curriculum Area                    | Content to be taught in school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Possible Activities to be completed at home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Communication, Language & Literacy | <ul style="list-style-type: none"> <li>• Continuing to recap simple consonant clusters (sh, ch, th), vowel digraphs (ai, ee, igh, oa, oo) &amp; vowel trigraphs (igh, air, ear) using “Little Wandle”.</li> <li>• Blending and segmenting of words with 3 and then 4 sounds.</li> <li>• Continuing to recognise a growing range of “tricky words” on sight, without needing to blend them (you, they, me, etc).</li> <li>• Beginning to write “tricky words” correctly.</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, ask them to spot “tricky words” that they know within the text.</li> <li>• Support your child by listening to them read their school reading books each week, encouraging them to segment (sound out) the words and then blend them independently.</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> <li>• Using a number line to support 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 to 50 in steps of 5.</li> <li>• Using everyday language related to length and time.</li> <li>• Recognising coins (up to 20p), counting totals and giving change.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Spot numbers when you are out and about (e.g. on houses, buses, car number plates) to reinforce number recognition.</li> <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.</li> <li>• Help your child to use words such as “length”, “long”, “short”, “longer” &amp; “shorter” in the correct context.</li> <li>• Talk about times of day using language such as</li> </ul>                  |

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|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                | “morning”, “afternoon”, “evening”, “night” etc.                                                                                                                                                                                                                                                        |
| Knowledge & Understanding of the World   | <p>“<u>Magic and Mayhem</u>” – Learning about Traditional Tales (Fairy Tales), maps and tall ships/boats, comparing where we live to what it would be like to live on a desert island.</p> <p>Understanding the concepts of floating &amp; sinking.</p> <p>Learning about objects which use electricity within school.</p>                                                                                     | <ul style="list-style-type: none"> <li>• Talk about things at home which use electricity to power them and how to stay safe around electricity.</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, using the “Shift” key for the capital letter at the start.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Encourage your child to use technology at home themselves to foster independence (e.g. Turning a CD/DVD player on &amp; off themselves, taking photos independently using a mobile phone or a digital camera, typing their name on a keyboard etc)</li> </ul> |
| RE                                       | <p><u>Noah’s Ark</u> – Learning about the Bible story of Noah’s Ark and retelling it through small world play equipment.</p>                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Talk about the story of Noah’s Ark. <i>How many animals can you name that went into the Ark?</i></li> </ul>                                                                                                                                                   |
| Personal, Social & Emotional Development | <p><u>Circle Time</u> – Reinforcing class routines and rules by talking about classroom behaviour.</p> <ul style="list-style-type: none"> <li>- Discussing our likes and dislikes.</li> <li>- Knowing that we can be friends with others, even if they have different interests from ourselves.</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>• Practice turn-taking and sharing fairly.</li> <li>• Allow them time to explore their feelings through talking with you.</li> <li>• Talk with your child about what they are good at and what they like to do at school.</li> </ul>                            |
| Expressive Arts & Design                 | <ul style="list-style-type: none"> <li>• Designing and making a junk modelling pirate ship.</li> <li>• Making transient art pictures using pirate treasure.</li> <li>• Painting pictures of rainbows.</li> <li>• Colouring rainbows on the PC’s using Purple Mash.</li> </ul> <p><u>Music</u> – Listening to songs linked to Pirates, Princesses, Princes, Dragons and Noah’s Ark.</p>                         | <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 travelling in different ways.</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; putting on and fastening their own coats, putting their shoes on the correct feet 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 to use them safely.</li> </ul>                        |

