



Shincliffe CE Primary School Home / School Links

Summer 1 2026

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"> Continuing to recap simple consonant clusters (sh, ch, th), vowel digraphs (ai, ee, igh, oa, oo) & vowel trigraphs (igh, air, ear) using “Little Wandle”. Blending and segmenting of words with 3 and then 4 sounds. Continuing to recognise a growing range of “tricky words” on sight, without needing to blend them (you, they, me, etc). Beginning to write “tricky words” correctly. Confidently writing longer sentences independently, by making phonetically plausible attempts at unknown words & also writing known “tricky words” correctly. Punctuating sentences correctly when working independently by starting with a capital letter, putting finger spaces between words & finishing with a full stop. | <ul style="list-style-type: none"> When reading stories with your child, ask them to spot “tricky words” that they know within the text. 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. Support them with being able to write for different purposes whilst at home (e.g. shopping lists, writing birthday cards etc). Encourage your child to write something independently on their weekly “Home Story” sheets. Continue to encourage your child to hold a pencil using the correct “froggy fingers” grip when writing, drawing & colouring. |
| Mathematical Development | <ul style="list-style-type: none"> Recognising numerals 1-20, focusing on the numbers 11-20 especially. Ordering numbers from 1-20 and from 20-0 independently. Counting more than 10 objects in a random arrangement. Selecting the correct numeral to represent 1-10 objects. Using a number line to support with adding and taking away single digit numbers within 10. Recognising and continuing simple repeating patterns. Counting from 10 – 100 in steps of 10, from 2 – 20 in steps of 2 and from 5 to 50 in steps of 5. Using everyday language related to length and time. Recognising coins (up to 20p), counting totals and giving change. | <ul style="list-style-type: none"> Spot numbers when you are out and about (e.g. on houses, buses, car number plates) to reinforce number recognition. Play board games like “Snakes and Ladders” which involve counting the correct amount of spaces to move your counter along. Support your child with using a number line to add and take away single digit numbers within 10 (e.g. $9 - 6 =$ or $5 + 4 =$ etc) Count pairs of socks in 2s up to 20. Help your child to use words such as “length”, “long”, “short”, “longer” & “shorter” in the correct context. Talk about times of day using language such as |

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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 & sinking.</p> <ul style="list-style-type: none"> • Learning about objects which use electricity within school. | <ul style="list-style-type: none"> • Talk about things at home which use electricity to power them and how to stay safe around electricity. |
| Technology | <ul style="list-style-type: none"> • Continuing to practise taking photographs and accessing learning apps using an Ipad. • Learning to use terms such as algorithm, logical reasoning & decomposition in relation to computing. | <ul style="list-style-type: none"> • Encourage your child to use technology at home themselves to foster independence (e.g. Turning a CD/DVD player on & off themselves, taking photos independently using a mobile phone or a digital camera, typing their name on a keyboard etc) |
| RE | <p><u>Which stories are special & why?</u> - Exploring the concept of special stories, focusing particularly on religious & moral tales from Christianity & other world faiths. (The Good Samaritan, Noah’s Ark, the Crying Camel etc)</p> | <ul style="list-style-type: none"> • Talk about the moral lessons & values stories such as these stories convey - kindness, forgiveness, bravery & faithfulness. |
| 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"> - Discussing our likes and dislikes. - Knowing that we can be friends with others, even if they have different interests from ourselves. | <ul style="list-style-type: none"> • Practice turn-taking and sharing fairly. • Allow them time to explore their feelings through talking with you. • Talk with your child about what they are good at and what they like to do at school. |
| Expressive Arts & Design | <ul style="list-style-type: none"> • Designing and making a junk modelling pirate ship. • Making transient art pictures using pirate treasure. • Painting pictures of rainbows. <p><u>Music</u> – Listening to songs linked to Pirates, Princesses, Princes, Dragons & Unicorns.</p> | <ul style="list-style-type: none"> • Encourage your child to hold pencil crayons/felt pens using the correct “froggy fingers” grip. • When your child is drawing, encourage them to add detail to their pictures & use correct colours. |
| Physical Development | <ul style="list-style-type: none"> • Increasing in confidence when travelling in different ways. • Handling tools, objects, construction and malleable materials safely and with increasing control, especially scissors. • Being completely independent when dressing and undressing; putting on and fastening their own coats, | <ul style="list-style-type: none"> • Practise different ways of moving such as hopping, skipping, jumping, running, marching, jogging etc. • Practise using scissors at home to cut paper, encouraging your child to hold them correctly and to use them safely. |

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| | putting their shoes on the correct feet etc. | |
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