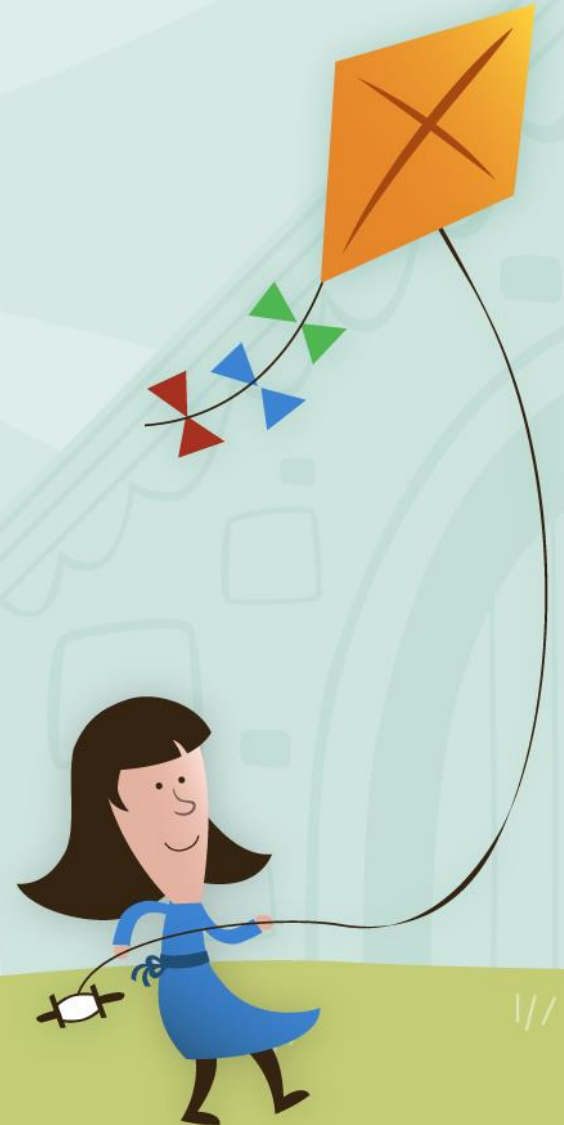


Summer Term Stay and Learn

LO - To find out more about the end of year expectations in Reception.

Wednesday 8th May 2024



Working hard...



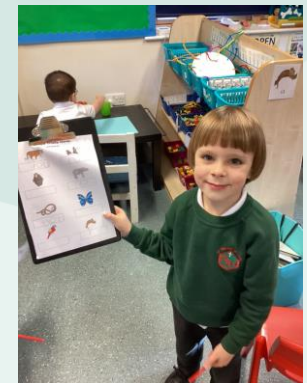
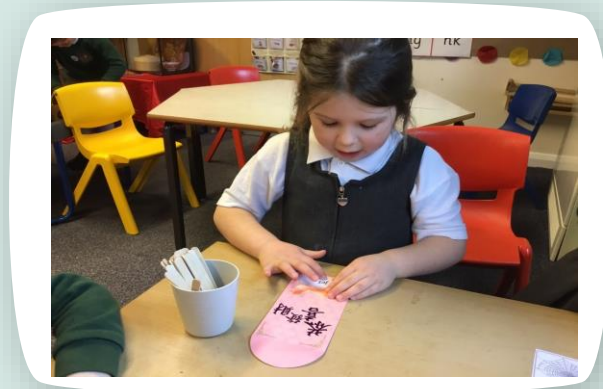
- Developing good independence
- Know our routines in class
- Work well in small groups
- They enjoy giving each other praise
- Come in smiling every day!





Each week in the mornings the children experience:

- Daily Phonics sessions
- Three Adult Led Reading Practice Sessions
- Adult Led Literacy and Mathematics session.
- Independent Literacy and Mathematics activities.
- Rainbow Challenges.
- Balance Bikes.



Mornings in Reception

Rainbow Challenges



- Each week we set 8 Rainbow Challenges focusing on different areas of our curriculum, including Phonics, Maths, Reading, motor skills, creative skills, etc
- Children complete them independently.
- They can choose the order and how long they take to complete each task.
- On Friday if they have all the colours of the Rainbow they get a reward.



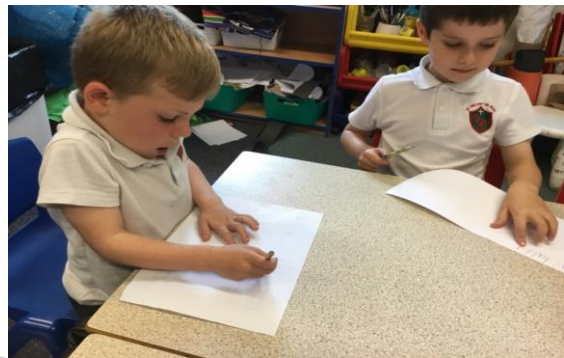
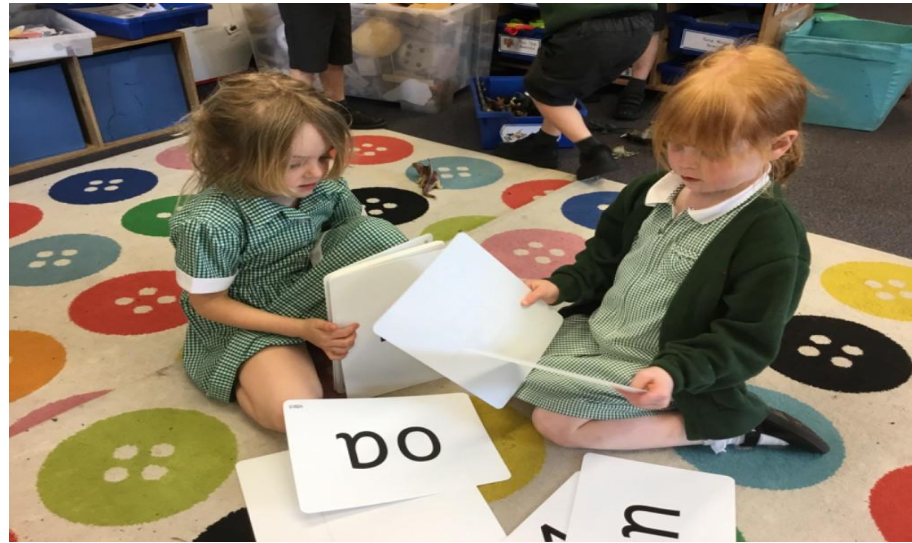


Each week in the afternoon the children experience:

- RE Focused Activities
- PE with Coach Dave
- Topic Focused Activities - Understanding the World (Science, History, Geography, Art, D&T)
- Forest School Afternoons on a 6 week basis including planting, exploring nature, shelter building, pond dipping, minibeast hunting.
- PSED - Circle Times
- Cool Time - Continuing our own learning time.



Afternoons in Reception



Cool Time

Continuing
Our
Own
Learning



ELG - The Early Learning Goals

At the end of June, each child will be assessed against the 17 Early Learning Goals (ELG) based on what the children can achieve independently. They will be assessed as either;

- **Emerging** - working towards the ELG
- **Expected** - secure within the ELG

The Government want all children to achieve the ELG in the Prime areas plus Literacy and Numeracy to be classed as having a Good Level of Development (GLD).

If children do not meet a GLD it will just trigger more support in Year 1.





Communication and Language



ELG - Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG- Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.



Personal, Social and Emotional Development

ELG - Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



ELG - Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG- Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs



Physical Development

ELG - Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG - Fine Motor Skills

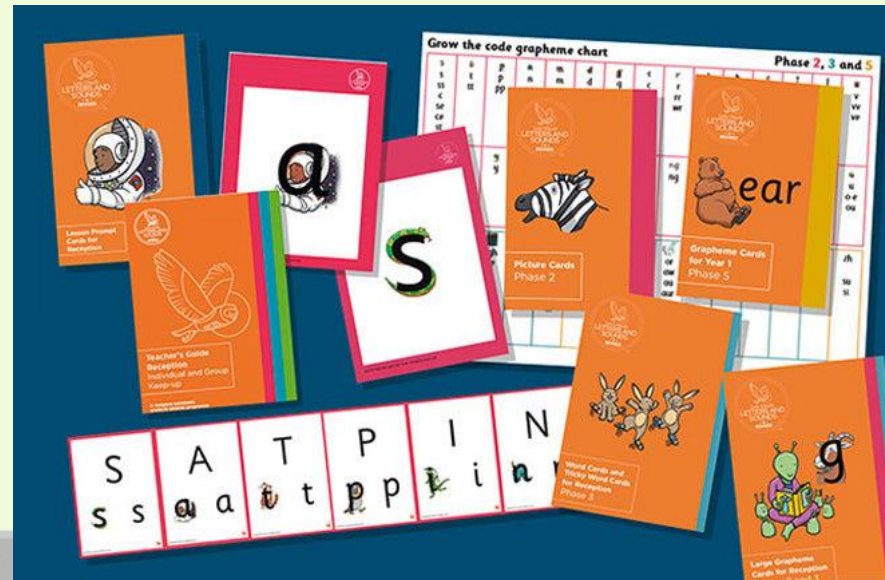
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



Literacy - Word Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- Little Wandle Letters and Sounds Scheme helps to match children's phonics knowledge to the correct level of book.
- Tricky words are learned as part of Phonics Lessons and words sent home at end of each week taught for continued practice at home. The more confident children are with these the easier they will find reading.



Literacy - Comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 - Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

- New element to Early Learning Goals.
- Importance of children understanding what has been read to them.
- Importance of introducing vocabulary linked to topics and encouraging children to apply this language in a range of different areas.
- Anticipating key events in stories and making predictions.



The Next Step

At School

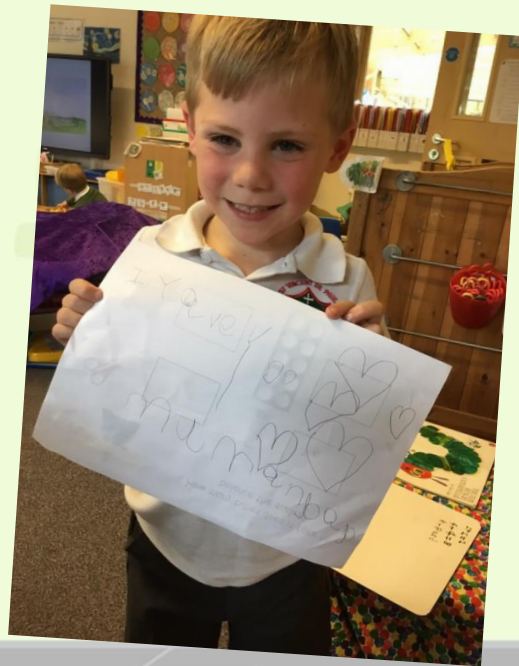
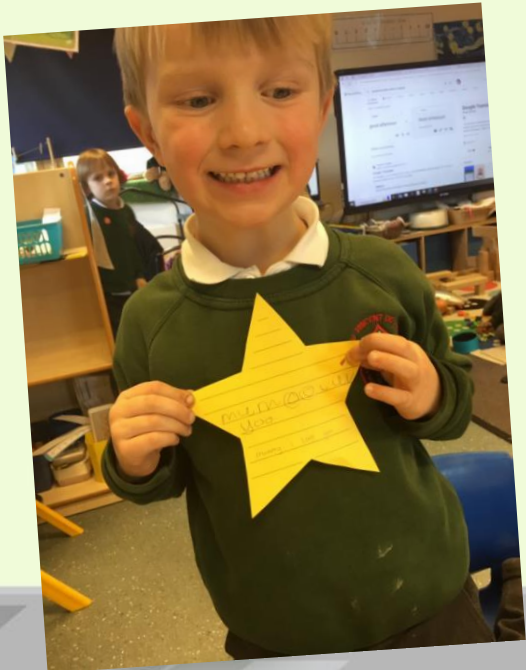
- Daily Phonics Sessions and catch up sessions.
- Regular practice of reading words in different contexts.
- Reading Practice - Links to books suited to phonics level. Encourages decoding of unfamiliar words and reading common exception words.
- Small groups focus on prosody/expression.
- Focusing on comprehension of what they have read.

At Home

- Regular Practice of Phonic Sounds/Tricky Words
- See guidance in Little Wandle Books to support
- While sharing a book with your child try:
 - Talking about the author and illustrator
 - Discuss the setting (location, weather)
 - Discuss the characters and their feelings
 - Predict what might happen next
 - Change the ending. What could happen instead?
 - Encourage them to retell the story using the pictures.
 - Encourage them to make links between the story and their own life experiences.

Writing ELG

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

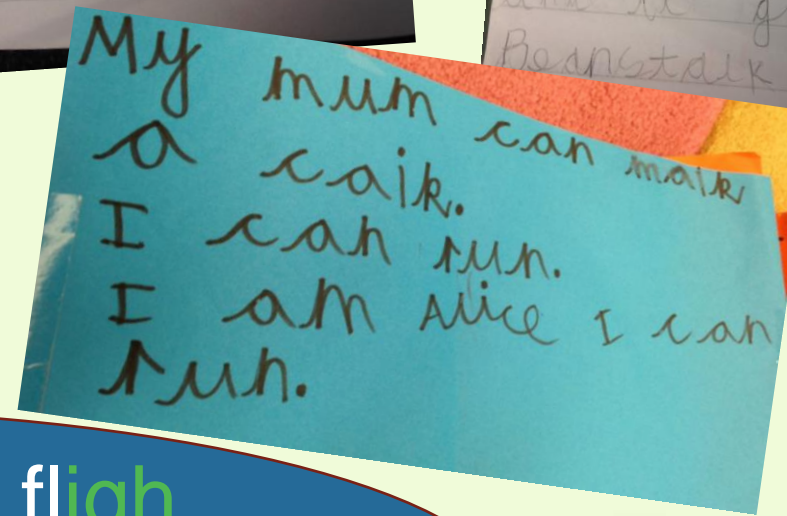
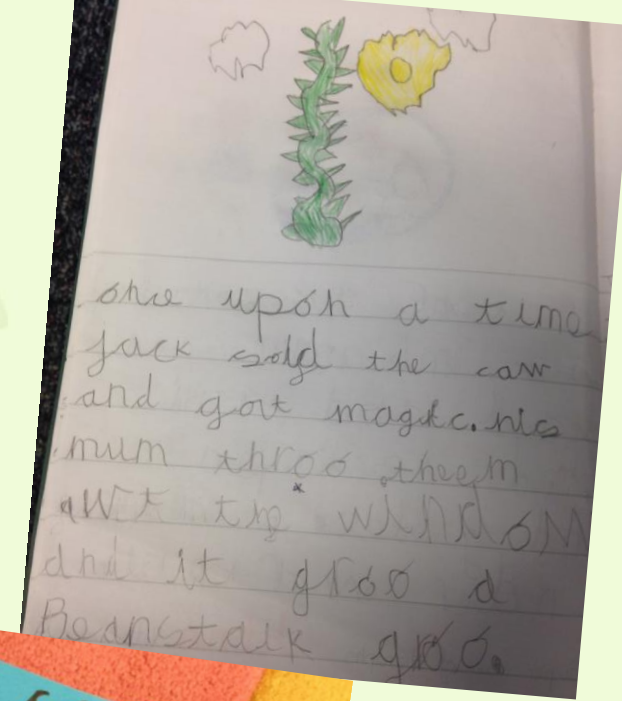


- With support, all children are making phonetically plausible attempts at spelling words.
- Children enjoy writing for own purposes.
- They are excited about bring writing from home to school (which I love to see!)
- Many children are attempting to write simple sentences.
- Children are using the phonic rhymes to support correctly formed letters.
- Super Sentence Writers after half term to praise fantastic writing!!!



Phonics update

- We have taught all single letter sounds and now we are focusing on digraphs and trigraphs. Our focus now is moving towards reading words with blends eg. ccvc, cvcc.
- We teach the tricky words which can not be spelt phonetically. Children need to learn these by sight. These are sent home as taught into little pencil cases. Please practice these at home.
- Don't worry if the children seem unsure with some of the digraphs as this very common.



I sor a yeloa burd fligh
oaver the oald apul tree on
a sunee dai.



The next step - Independent simple sentences

- Encourage the children to write for their own reasons.
- Remind children of correct formation (when appropriate).
- Encouraging children to verbalise sentences before writing
- Encouraging children to read back what they have written.
- The more children read the more aware they become of sentence structure.
- Finger spaces, capital letters, full stops and writing on the line.



ELG - Number

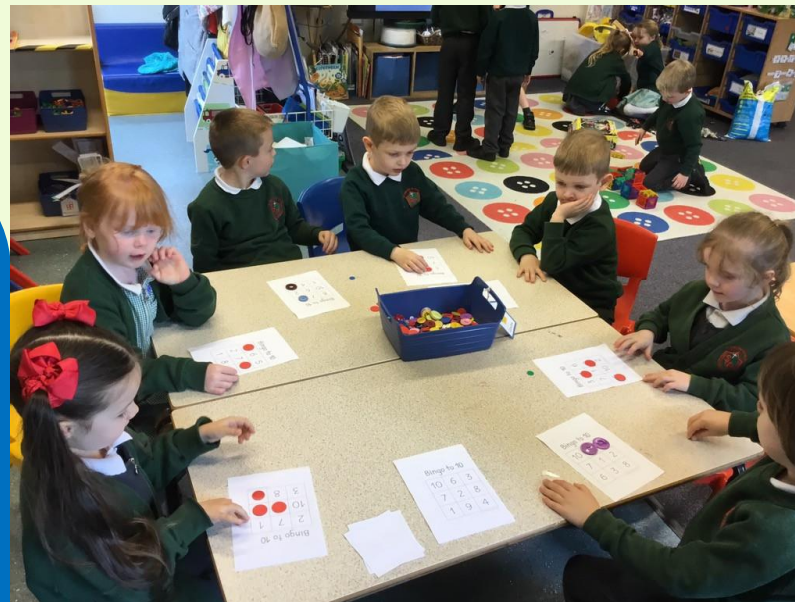
- Have a deep understanding of number to 10, including the composition of each number.
 - Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

So far most children:

- Can 1:1 count and say number names in order to 20.
- Understand addition as combining two groups of objects.
- They are beginning to use mathematical terms to describe common 2D/3D shapes.
- Can name days of the week and months of the year.

ELG - Numerical Patterns

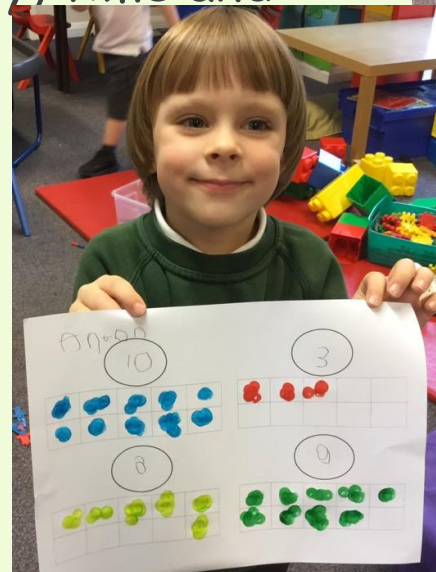
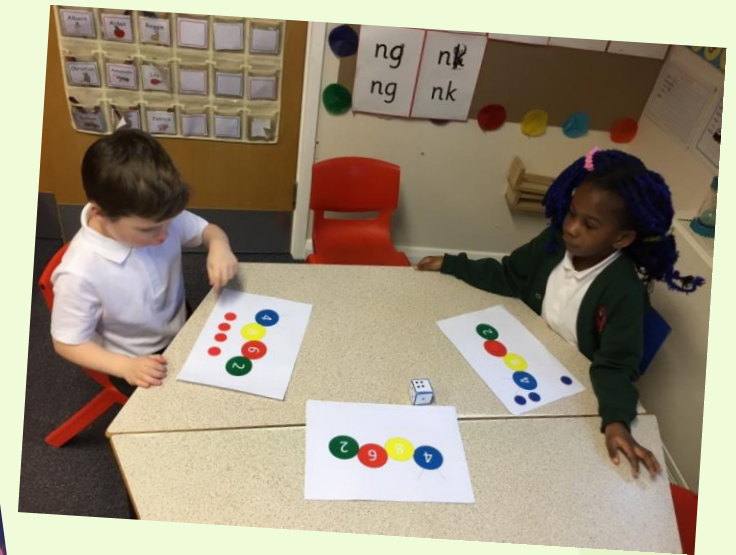
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



The next step

Through practical activities children will:

- ✓ begin to record simple sums.
- ✓ look and explore number lines and numbers beyond 10.
- ✓ experiment with other measuring activities such as capacity, time and weight.



What can you do at home?

In the street

- ✓ Recognising bus numbers,
- ✓ Add the numbers on a car number plate.
- ✓ Comparing door numbers.
- ✓ Counting - how many lampposts, red cars, prams on the way to school?

Doing the washing

- ✓ Counting in 2s - matching shoes and socks
- ✓ Sorting by colour and size.
- ✓ Matching/pairing up socks.
- ✓ Find four shoes that are different sizes. Can you put them in order.

Time

- ✓ What day is it yesterday, today, tomorrow?
- ✓ Use timers, phones and clocks to measure short periods of time.
- ✓ Count down 10/ 20 seconds to get to the table/ into bed etc.
- ✓ Recognising numbers on the clock. If you cover a number, what number was missing?

Games

- ✓ Putting cards into piles
- ✓ Jigsaws (you can make your own by cutting up a magazine picture)
- ✓ Snap (matching pairs) or Happy Families (collect 4 of a kind)
- ✓ Snakes and ladders or other simple dice games.
- ✓ Adding numbers on two dice.
- ✓ Bingo, with numbers or shapes
- ✓ Hopscotch



Going shopping

- ✓ Reading price tags
- ✓ Counting items into the basket
- ✓ Finding and counting coins
- ✓ Comparing weights - which is heavier.
- ✓ Comparing different size sugar bags etc.

Measuring

- ✓ Are you taller than a ...?
- ✓ Marking height on the wall.
- ✓ Cut hand shapes out of paper. How many hands long is the couch? How long is the table? Which is longer?
- ✓ Who has the biggest hands in our family?
- ✓ How many steps from the gate to the front door?

Food!

- ✓ Can you cut your toast into 4 pieces? Can you cut it into triangles?
- ✓ Setting the table. Counting the right number of plates etc. How many more do we need?
- ✓ Can you make shapes/patterns out of the knives and forks. Can you put them in the right place in the drawers?
- ✓ Helping with the cooking by measuring and counting ingredients.
- ✓ Setting the timer.

Shapes

- ✓ Cut a potato into shapes (circles, triangle etc). Use with paint to make pictures and patterns.
- ✓ Cut out shapes from coloured paper/newspaper and arrange into pictures.
- ✓ Shape hunt: Can you find a square in your house (windows etc), a circle ...



Understanding the World



ELG - People, Cultures and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG - Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling..

ELG - The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



Expressive Arts and Design

ELG - Creating with Materials.

- 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.



ELG - Being imaginative and expressive

- 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.

General Information

- ✓ **Reading Books** - Reading books are changed once a week, usually a Wednesday. Children are bringing home books that they have read three times a week in school. PLEASE make sure you make time for reading to support your child's progress.
- ✓ **Dictation** - Couple of times a week if manageable. The adult reads the word/sentence and the child sounds it out then writes it down.
- ✓ **Tricky Words** - New tricky words have been sent home for this term. Please practice as much as possible.
- ✓ **PE Kits** - Children now require their outdoor PE kits for Outdoor PE with Coach Dave and Balance Bikes on a Tuesday.
- ✓ **Education City** - useful resource for Literacy/Maths games at home. This can be accessed anytime.
- ✓ **Library Books** - Each week the children will get to take home a school book for reading for pleasure. Then if they bring it back in they can swap it



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Important Dates

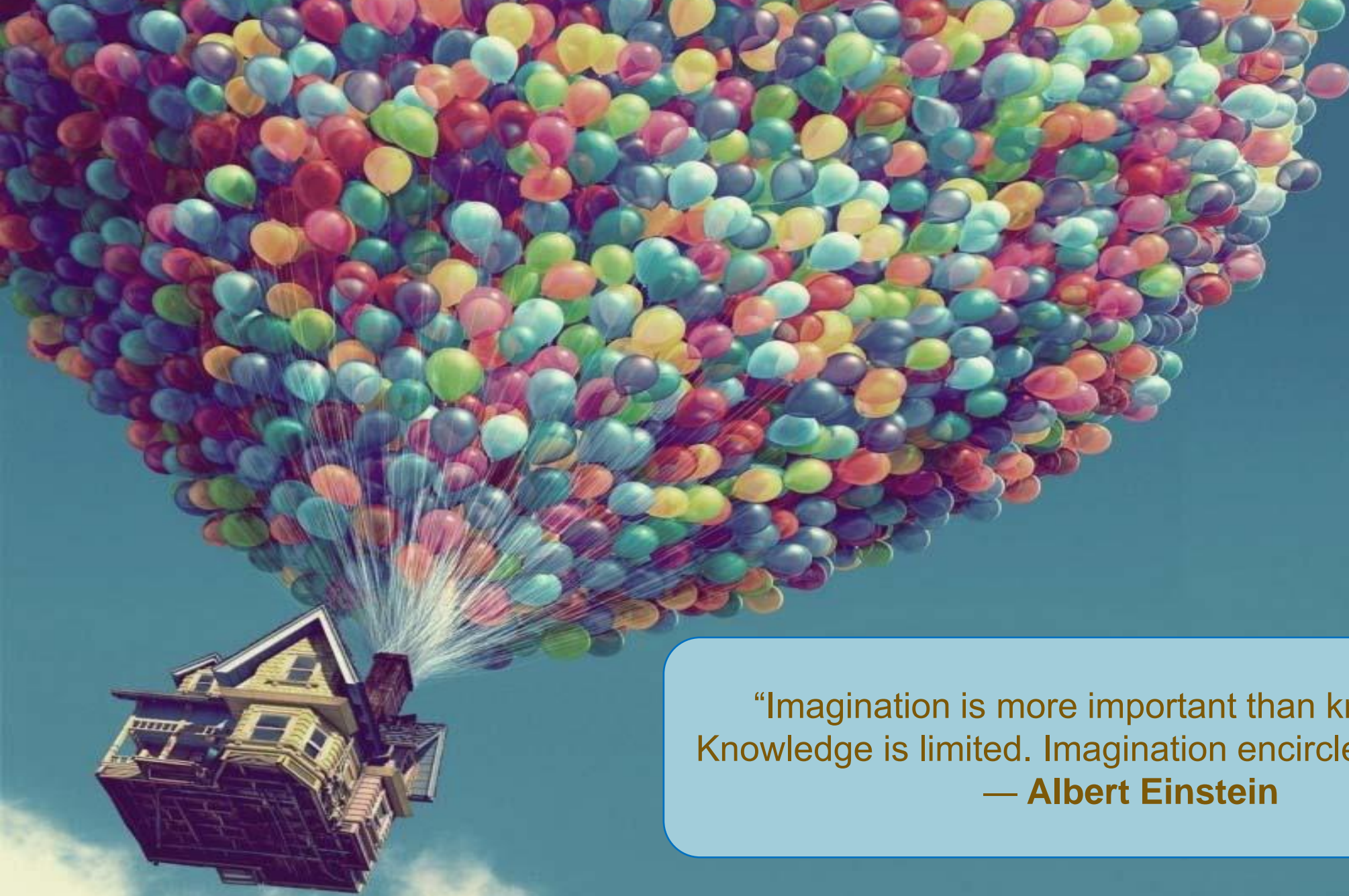
- Rex and the Dinosaur Music Performance - Thursday 23rd May
- School Class Photos- Friday 24th May
- Pedal Bikes- Tuesday 11th June
- Sports Day - Thursday 20th June
- Pizza Express Trip – Thursday 27th June
- Stay and Learn - Transition to Year 1 - Tuesday 2nd July
- Reception Class Assembly - Friday 5th July
- PTA Summer Event - Saturday 6th July





Time to play...





“Imagination is more important than knowledge.
Knowledge is limited. Imagination encircles the world.”
— **Albert Einstein**