



Reception Home Learning Summer 1

Dear Parents/Carers,

To support your child's learning at home this half term, please find attached:

1. A **Curriculum Map** detailing what your child will be learning about in each subject.
2. **Practical home learning** activities below that are related to our learning in school. Through discussion and exploring, please help your child investigate and become familiar with the new areas of learning.

Useful Information

- This term, our topic is called '**What can we do to help?**'
- Please remember to bring in your child's book bag every day.
- Pupils will have daily PE sessions. Children are required to wear their P.E kits on **Monday** and **Friday**.
- Please bring spare clothes to stay in school for your child if needed in the case of an accident.
- Any general questions about teaching, learning and curriculum in Reception can be sent to: r.class@arkbentworthprimary.org

Home Learning Activities

Reading

- Every Wednesday, your child will get a new reading book – please return it by the following Wednesday.
- Read with your child for at least ten minutes every day. Ask them comprehension questions like 'what happened at the beginning of the story? What happened at the end? How did the main character feel when ____?'
- Encourage your child to use their reading finger to *follow along* as you read. Practise going from left to right on the page.
- Where appropriate, encourage your child to decode age-appropriate books.

Phonics

Children should already be familiar with all their Phonics sounds. Practice putting this learning into context by reading CVC words like the following:

at	mad	this	gran
sad	dad	ring	cuddle
sat	mat	shop	must

Topic

This term, Reception is exploring the topic 'What can we do to help?' We are thinking about how we can be helpful friends and members of the community. Here are some ideas of activities you can do at home:

Literacy:

- What is your favourite storybook? Can you change a part of the story (e.g., the main character, the setting, or what happens at the end)?
- Think of your own stories – what happens at the beginning, middle, and end of your story?
- How can you write these stories down?



Useful Websites	DB Primary	http://arkbentworth-lbhf.secure-dbprimary.com/
	EEXAT	www.eexat.com If you have yet to receive your parent link, please let me know.

- Maths:**
- Explore adding within 20 (e.g., what is... 10 add 10? What is 9 add 3?)
 - Explore subtracting within 20 (e.g., what is... 1 less than 20? What is 3 less than 20?)
 - Share 10-20 objects between you and your child, one for you, one for me!
- Understanding of the World:**
- Talk to your child about different people who help us (e.g., police, fire-fighters, vets, doctors)
 - Share the different ways your family helps those around you
 - Offer different opportunities for children to be helpful (e.g., picking up toys, helping at dinnertime, helping with younger siblings etc.)
- Expressive Arts and Design:**
- What do you want to be when you grow up? Draw a picture of your dream job!
 - Who is a special and helpful person in your life? Make them a thank you card.
- PD:**
- Build strong muscles by doing hand exercises like squeezing a tennis ball (pictured below) or helping with the washing up or using tongs in the kitchen. Doing these exercises will make holding a pencil even easier!
 - Practice jumping, skipping, rolling on the floor by making your own obstacle course at home. Build it using your bed, pillows, etc. How can you make it over or under these obstacles?
- PSED:**
- Discuss what you can do to help in the local community.
 - How can you help a friend or your family?

Thank you for your continued support.
 Miss Stromayer
Reception Class Teacher



Reception Curriculum Map

Summer 1

Literacy	Make up and tell own stories. Use new vocabulary from stories in discussion, own storytelling and play. Talk about what they have read: spot pictures and words that give them information to answer basic inference questions. Make simple predictions about what will happen next in stories.
Core Texts	The Last Stop on Market Street - Matt de la Peña Horton Hears a Who – Dr Seuss What Jobs Could YOU DO? – Catherine Barr
Phonics	Focus on blending, especially using ‘special friends’ e.g: ch, sh, th Children to know that <i>ch-i-n</i> is chin For an extra challenge, practice reading longer words e.g., ‘drink’, ‘sand’.
Maths	Securing addition and subtraction facts. Number patterns within 20 (count up to 10 and beyond). One more and one fewer within 20. Grouping and sharing within 20. To be able to estimate. To be able to recall number bonds to 5. Use prepositions correctly in relation to place (under, in, on, above, next to, in between etc.) Learn even and odd numbers to 10.
Understanding the World	To talk about places they have visited and things they have seen. To talk about places they have heard about and would like to go to in the future.
Art and Expressive Design	Experiment with colour for effect. Talk about colour choices and shapes and form. To share creations and talk about processes. Perform songs and stories (developing culture of helicopter stories and of ‘shows’).
PSED	To be able to modulate emotions and change behaviour to move forward. To suggest solutions and be able to use the peace pathway efficiently.
RE	What times are special and why?
PE	To plan and build constructively in and outside. To be able to use a tripod grip when holding a pencil. To use tools with intent and increased control. To create desired or modelled outcomes (e.g., when learning watercolour painting).



What can we do to help? – Summer 1

Practical home learning

Writing Sentences

Practice writing simple sentences – does your sentence have a capital letter, finger space, and full stop?

Can you use any high-frequency words like I, the, my, and in your sentence?

A B C capital letters	 finger spaces	 full stop	Read read it again
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Counting beyond 20

Can you verbally count to 30 and beyond? Can you count out 20 objects?



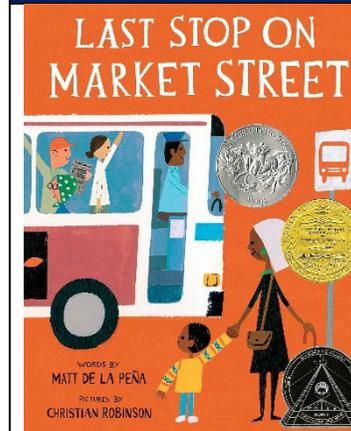
Memorise High Frequency Words

Play a memory game - can you point to each word and read them as quick as possible? For an extra challenge: try and remember how to write each word!

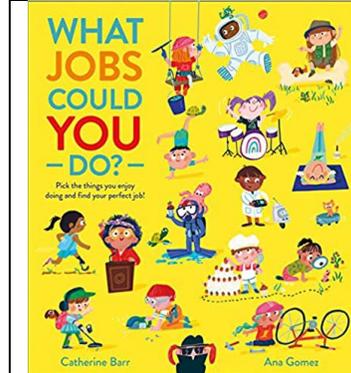
🔥 <u>Speed-read</u> 🔥		
you	go	to
the	my	I
and	of	are
went	was	we
she	they	he

Class Books

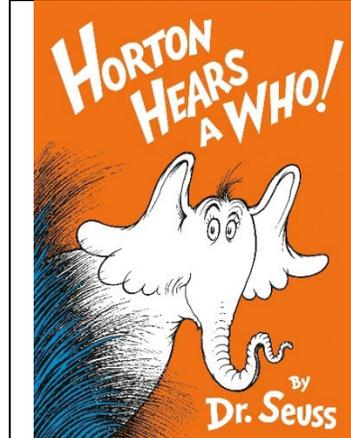
Some questions to explore



What is the difference between wanting something and needing something?
 Why do you think nana volunteers?
 How can you show more gratitude and optimism, like nana?
 What has CJ learned from nana?



What jobs do you know?
 What qualities might you need for each job?
 What do you enjoy doing?
 What do the people around you do? What jobs do they have?



Why do you think the other animals didn't believe him?
 Would you have believed Horton?
 When should we believe what we see or hear?
 Do you have to see, hear, or touch something yourself to believe it's there?