

Welcome to Reception!

Adults in Classroom

- Miss Hallwood



- Mrs Lister



- Miss Whittles

Adults around school

- Mrs Cuddy is the Headteacher.
- Mrs Maltby and Mrs Marner help with admin in school.
- Mrs Holt runs the after school club.
- Mrs Sheen runs the breakfast club.
- Safeguarding- Mrs Cuddy is the Designated safeguarding lead. In her absence Mrs Holmes, Mrs Marner and Mrs Lister are all Deputy safeguarding officers.
- Governors- we have many governors who are actively involved in school, please see the school website for more information. <http://www.kirksmeaton.n-yorks.sch.uk/staff-governors/meet-our-governors/>



Routine of the week

	Door open + Registration + Number Blocks/ Alpha blocks + Songs 8.40 – 9.00	9.00 – 9.15	Provision Indoor 9.15 – 10.30	Tidy up and Snack 10.30 – 11.00	11.00 – 11.10	Provision Outdoor 11.00 – 11.30	Lunch Time 11.45 – 12.30	12.30 – 13.00	Collective Worship 13.00 – 13.30	13.30 – 14.30 Provision Outdoor/ Indoor (Rotation)		Pack away + D Disco + Songs + Story time 14.30 – 15.00	Home Time 15.00 – 15.10
Monday Notes:		Phonics Session 1 – Full Class	Phonics – Session 2 Groups		Writing – Input Full class	Writing – Activity Group 1		Maths – Input Full Class	Hall	Maths – Activity Group 1	Maths – Activity Group 2		
Tuesday Notes:		Phonics Session 1 – Full Class	Phonics – Session 2 Groups		Writing – Input Full class	Writing – Activity Group 2		Maths – Input Full Class	Class	Maths – Activity Group 1	Maths – Activity Group 2		
Wednesday Notes:		9 – 9.45 PSHE	9.45 – 10.15 Snack time and get changed	10.15 – 11.30 P.E				Maths – Input Full Class	Hall	Maths – Activity Group 1	Maths – Activity Group 2		
Thursday Notes:		Phonics Session 1 – Full Class	Phonics – Session 2 Groups		Writing – Input Full class	Writing – Activity Group 3		Maths – Input Full Class	Hall	Maths – Activity Group 1	Maths – Activity Group 2		
Friday Notes:		Hall	Phonics – Review lesson		Writing – Input Full class	Writing – Activity Group 4		<u>R.E</u>	<u>P.E</u>	Topic			

ELGs for Reception

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Art and Design
5. Communication and Language
6. Personal, Social and Emotional Development
7. Physical Development

How are the ELGs achieved?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me	Celebrations	Journeys	Kings, Queens and Castles	Growing	Let's imagine!

Expressive Art and Design:

The children will be making a variety of arts and crafts linked to our topic of animals. We will be creating our own minibeasts through junk modelling, painting symmetrical butterflies and representations of the seasons just to name a few. The children will also be taking part in drama activities linked to our topic and books.

Communication and Language:

The children will be exploring new language around our topic of animals. They will be asked to describe events in some detail, including their feelings and the feelings of others. The children will also be encouraged to join in with small group and class discussions around the topic.

Personal, Social and Emotional Development:

During this topic the children will be focusing on how we can look after ourselves and the world around us.

Physical Development:

The children will be continuing to have 2 P.E lessons a week. This half term we will be focusing on athletics.

Outdoor Learning:

The children will be exploring the natural world around them. Observing animals, plants and changes in the weather and seasons.

Understanding of the World

The children will be exploring the natural world around them. We will be thinking about the similarities and differences between our immediate environment and contrasting environments around the world. Our focus will be the animals within these environments.

Mathematics:

During maths lessons and within provision the children will be introduced to 3D shapes. We will continue to look at patterns and move onto looking at numbers and patterns beyond 20. We will also think about spatial reasoning, adding and taking away.

Writing:

During our writing lessons we will be using books linked to our topic of animals to create pieces of writing. We will be using the books 'Snail and the Whale', 'We're going on a Bear Hunt', 'Mad about Minibeasts', 'The Very Hungry Caterpillar' and 'Rainbow Fish' this half term. We will be writing setting descriptions, recounts and facts.

Summer 1

Amazing Animals



Our topic this half term will be all about animals.

Reading:

During our phonics lessons we will be continuing with the Floppy's Phonics Scheme, moving on phase 4 sound and words.

How are the ELGs achieved?



How are the ELGs achieved?



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How are the ELGs achieved?



Floppy's Phonics

Say the Sounds
Oxford Reading Tree Floppy's Phonics Level 1+

s a t p

i n m d

g o c k

-ck e u r

h b f -ff

l -ll -le -ss

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Level 3+ Activity Sheet 8

Name _____ Date _____

b

Say the sound. Trace the letter.

Say the word. Listen for the /b/ sound.

big bun bed bag back
bits bobs bats bend
bump crab bags rabbit

Sound out and blend to read the words.

b b b b

Say the sound. Trace the letters. Write the letters.

Say the words. When can you hear the /b/ sound?

Draw something beginning with b.

g o c k -ck e u r h b

/b/ b

A big bug hops on a stick.

The big bug begs the duck and the hen not to peck it.

The dog barks and the cat darts in alarm to Bart's garden. 5

I will fly my car up to a star and then zoom to the moon. 5

ar ar ar ar r
hard hard
shark shark

My red top was worn and torn! 5

The short storm frightens the stork off. 5

or or or or r
horn horn
short short

It is my turn to hurl the hoop to Burt. 5

The turnip is stuck! It might get too big and burst! 5

ur ur ur ur r
burn burn
burst burst

Floppy's Phonics at home

Floppy's Phonics Home Learning

Spring 2 - Week 1

The code we have learnt this week* (Can you say the code and the word?)

cks  tch  nk 

The code we have reviewed this week* (Can you say the code?)

dge ve wh

The words we have read this week* (Can you segment and blend these words?)

ducks	catch	pink
socks	match	bank
licks	fetch	think
packs	hutch	thank

(Challenge* Can you read the words by segmenting and blending in your head?)

The sentences we have read this week* (Can you segment and blend these sentences?)

He has six ducks that live in six shacks.

The rabbit had lunch in his hutch.

I think I have a posh pink ring that fits me.

(Challenge* Can you read the sentence by segmenting and blending in your head?)

The words we have spelt this week* (Can you segment these words to spell them?)

socks match pink

The tricky words we have learnt this week* (Can you recognise and read these words?)

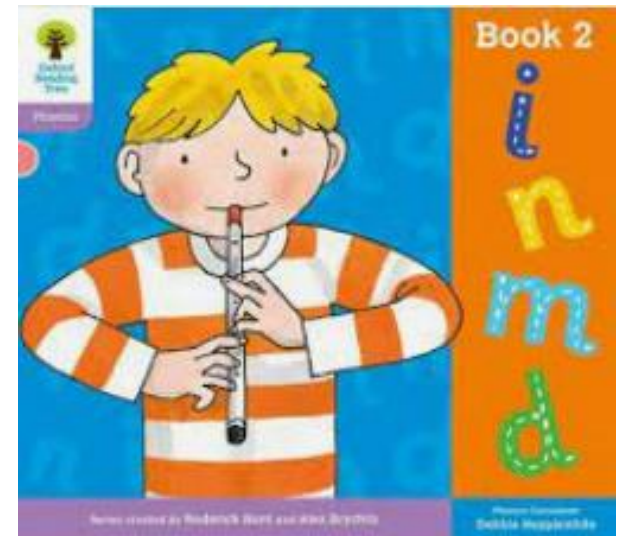
he	she	me
we	<u>was</u>	you

Letter formation*

cks cks cks

tch tch tch

nk nk nk



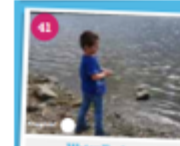



Homework

My
50
things to do
before you're
five
by

Reception Homework – Summer Term 2

Please aim to complete the following '50 Things' activities by the end of the Summer 2 Term

50 Things Homework Activities:	
<p>9 – Mini Beasts and Bug Hunting</p>  <ul style="list-style-type: none"> Use a magnifying glass and bug catcher to get closer Can you build a bug hotel or explore one nearby? Where did you find the bugs? Under rocks, on bark? When did you find them - in the rain or sun? Talk about and draw their lifecycles. 	<p>19 – Growing, Little People, Plants and Things</p>  <ul style="list-style-type: none"> Plant a sunflower seed and see how high it will grow. Visit an allotment and see what grows, what can you eat? Is it healthy! What do plants need to grow? Try growing a Cress Head and draw a face on the empty shell
<p>30 – Yummy Picnic</p>  <ul style="list-style-type: none"> Create a picnic menu, will the foods be healthy? Head to the market or shops to choose items Prepare the food together, can you cut sandwiches into different shapes. Let your little one explore where you should picnic and why. 	<p>41 – Water Feature</p>  <ul style="list-style-type: none"> How does the water move when you throw a stone in? Paddle in the water, what is under your feet? Are you at a river, stream, canal, or a lake – what's the difference between them?
	<p>49 – Grass Gazing</p>  <p>Lie down and look up:</p> <ul style="list-style-type: none"> What can you see? Helicopter, Aeroplane, Birds – Where are they going? What do the clouds look like? A Dragon or Mummy! Do you know the name of any clouds? Look into the distance and talk about what you see, buildings, train tracks etc.

The 'Continuous Provision' activities below will be available to children all year round within school, but of course are more than welcome to complete them at home. The 'Additional Activities' are non-compulsory activities that we understand may require further resources/planning at home to be able to complete. Therefore, it may be something you start to plan now to do later in the academic year.

Continuous Provision:	Additional Activities:
<p>4 – Make Your Mark</p> <p>5 – Squidgy Sand</p> <p>10 – Sharing Books</p> <p>11 – Making Connections</p> <p>15 – Dressing Up</p> <p>20 – Mini Artists</p> <p>21 – Giggles</p> <p>24 – Hop, Skip and Jump</p> <p>25 – Creative Junk</p> <p>26 – Splash, Splash, Splish</p> <p>31 – Boing!</p> <p>37 – Show and Tell</p> <p>39 – Talking Signs</p> <p>42 – The Rough and The Smooth</p>	<p>23 – See it Live!</p> <p>28 – The Wheels On The Bus</p> <p>50 – Sea and Sand</p>

Please upload any photos or evidence of these activities onto dojo. I would love to see what you have been doing at home and share some of your home learning with the rest of the class.

What each child needs to bring to school

- Book bag – With their reading book and reading record in it.
- Water bottle
- Wellies
- P.E kit

Keeping in touch and staying up to date in the classroom

- Face to face after school
- Dojo

Keeping in touch and staying up to date with school

- Dojo
- Arbor
- Email

Does anyone have any questions?