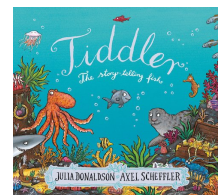
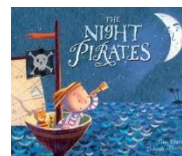
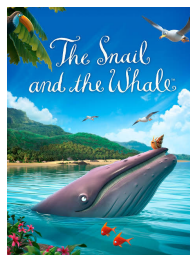


By The Seaside

Dear Oak Families,

We hope you have an enjoyable half term and return to school ready for our final term in Reception! This term, we will be finding out all about oceans and ocean habitats, pollution, pirates and much more. We also plan to take a trip to Brighton SeaLife Centre, as well as enjoy a beach picnic afterwards (if the seagulls allow!), and more information to follow later this term, once dates are finalised. Please see the weekly newsletter (via email) for further information around our learning each week. As we are in our final stretch, we will continue to focus on our transition to Year 1 and we will be taking part in lots of activities which make us more familiar with the children in the class, as well as exploring our new surroundings and routines, ready for September. The key to a successful transition to Year 1 is when children feel that this will be a positive experience and we aim to fully support them in this process. If you have any questions about this, please do not hesitate to ask.

Our key texts this term will be:



Areas of Learning:

Area	Key Skills
PSED	Turn taking and playing group games Having some transition days into our Year 1 classroom and meeting our new teacher and class. Reflecting on our amazing achievements this year.
Communication & Language	Talking about the ocean, habitats and different animals that live there. Playing listening games and focussing on turn taking in discussions. Learning how to ask questions to gain information (preparing for getting to know our new friends in our new class). Talking about significant figures in animal research, care and conservation such as David Attenborough.

Area	Key Skills
Physical Development	<p>To cooperate and problem solve in team games.</p> <p>Refine our handwriting style and letter formation.</p> <p>Navigate areas safely and refine our ball skills, trying throwing, catching, bouncing and rolling.</p> <p>Increase our confidence with one handed tools such as scissors, using them to cut a variety of shapes and angles.</p> <p>Developing our coordination, balance and agility.</p> <p>Practicing using a knife and fork.</p>
Literacy	<p>Ensuring that we can write a short phrase using our phonics knowledge.</p> <p>Exploring adding capital letters, full stops and finger spaces into our writing.</p> <p>Practicing comprehension and discussing books in groups.</p> <p>Looking at non-fiction texts about the sea.</p> <p>Revising our tricky words and becoming more familiar with these.</p>
Maths	<p>Refining our number bonds to 5 and 10.</p> <p>Recapping doubles, odds, evens and the pattern of numbers.</p> <p>Creating our own patterns and recognising errors.</p> <p>Recapping our 2D and 3D shape knowledge.</p> <p>Verbally counting beyond 20 with accuracy.</p>
Expressive Arts & Design	<p>Creating with clay.</p> <p>Exploring songs and rhymes and performing in small groups or independently.</p> <p>Exploring new materials and experimenting with new techniques.</p> <p>Reworking into our artwork to produce multi-step pieces which have developed over time.</p>
Understanding the World	<p>Exploring states of matter and how water changes.</p> <p>Comparing ocean animals to land animals.</p> <p>Learning about different habitats.</p> <p>Thinking about the past and how things have changed.</p> <p>Exploring floating and sinking.</p>

Home Learning

I have attached a copy of the EYFS 'Early Learning Goals' into each child's book bag (these are the skills that most children are expected to reach by the end of their reception year).

Please have a look through these and think about where you can support your child at home to meet these goals.

Reading - Letters and Sounds	<p>Please read with your child regularly, even if it is a home or library book. At this stage, it is really helpful to discuss the stories that you read and use story language such as, character, setting, beginning, middle and end. Also, encourage your child to predict the ending of the story and give their opinion of the texts that they read. Please record their ideas on Boom Reader.</p>
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If you want to further your learning at home, you might like to try one or more of these challenges:

- Paint a picture or make a collage of an under the sea image. What can you see under the sea?
- Design your own pirate ship or pirate flag.
- Write your own pirate or sea character themed stories.
- Use Lego or another construction kit to build an amazing ship or boat.
- With an adult's help, find some objects around your house and test to see whether they float or sink when you put them in water. See if you can predict first what you think will happen and then see if you were right!



Websites and Links

- www.ictgames.co.uk and www.topmarks.co.uk for Literacy and Maths games.
- www.phonicsplay.co.uk for Phase 3, 4 and 5 games, blending sounds and words.
- www.mymaths.co.uk – Maths Games

Quick Reminders

- Please can you make sure your child brings in a water bottle, hat and their book bag each day. Sunhats are essential in the warmer weather when we are outside for longer periods of time. We are not permitted to apply sun cream to any child, so children must have it applied before they come to school.
- Our PE days will remain on a Wednesday, but PE kits should be in all week.

We hope you all have a lovely final term supporting the children in their Early Years learning. Please do not hesitate to come and speak to us if there is anything you need.

Thank you as always for your support, one term to go!

Love Miss Taylor, Ms Eldridge & Miss Waterman

Communication and Language

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.

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.

Understanding the World

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.

People, Culture 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.

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.

Personal, Social and Emotional Development

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.

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.

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.

Expressive Arts and Design

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.

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.

Physical Development

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.

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

Comprehension

- 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, non-fiction, rhymes and poems and during role play.

Word Reading

- 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.

Writing

- 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.

Mathematics

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.

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.