

Literacy

This term we will be introducing Helicopter Stories and Drawing Club. During Helicopter story sessions the children tell us a story and we act it out on our classroom stage. Drawing Club introduces the children to many different stories, we learn new vocabulary based around the story and the children design their own version of the story.

Maths

This term we will be learning to:
Make 5 in different ways
Describe the capacity
Add one more
Name and describe triangles, circles and 4 sided shapes
Describe where objects are using positional language

RE

Our topic this term is called 'Who are we?' and we will be learning about who Jesus is. We will also be learning about the season of Advent, Diwali and the Christmas story.

Reception Term 2

Topic

This term we will be learning about 'People who help us'. We are lucky enough to have planned visits from a PCSO, Police dogs, a nurse and a firefighter. We be thinking about these roles, how they can help us and talking about our experiences.

PSHC

This term we are exploring 'Celebrating Differences'. We will be thinking about ways that we are similar and different to each other, as well as how to make new friends.

Optional Extra activities

We would love to see a photo on Tapestry if you complete any of these activities.

Phonics

The floor is lava

Place mats or cushions on the floor with the following sounds on top - h,a,t,b,i,o,e,n,u,o,p,m.

Say a sound and ask your child to jump onto the correct mat or cushion.

If they are confident with recognising the sounds have a go at segmenting some words.

Ask your child to jump on the correct cushions to spell out a few of the following words: hat, bat, hip, hen bin, ben, bun, hut, hop, hum.

Read and seek

On a piece of paper or different post it notes write down the following words: sock, hat, pen, tin, cup, red. Your child needs to read the word and then go and find the object to match the word. They can then have a go at drawing the sound buttons under the word.

Dinosaur Dash Game (Use any animals/characters) (See photo attached)

Tape out a quick grid with masking tape on the floor to act as a race track or draw a grid on a piece of paper. Each lane has a corresponding grapheme at the beginning- j, v, w, x. Write the following words onto cards: jam, jog, vet, van, web, wig, mix, fox. Your child picks a card, segments the word and moves the corresponding dinosaurs along the track. So for the word 'dig' they would move the dinosaur above the 'd', 'i' and then 'g'. Which dinosaur will win the race and be ahead of all the others once all the cards have been read? To make the activity simpler you could just call out a sound and ask your child to move the dinosaur next to the corresponding sound.

Phonics phone (See photo attached)

Write the following sounds on a large piece of paper spread out like numbers on a phone. Sounds to write down: t,o,p,s,ck,b,a,g,p,u,ff,r,t,n,e,k,i,l,h, You can roll up some playdough to use as buttons or use Lego /bottle tops instead. Your child picks up a card, presses the corresponding buttons, blends the sounds together to make the word . To make this trickier you could time the children to see how many words they can segment in a minute? Words to write down on cards: top, sock, bag, puff, rat, neck, kit, sap, lock, huff, rip

Maths

Find different ways to make 5 using your Numicon.

Practise recognising and ordering numbers to 5 using your Numicon.

Go on a shape hunt around the house and send us a photo of the shapes you find.

Have a go at filling a container with different amounts and using the following words to describe the amount of liquid : full, empty, half full, nearly full, nearly empty.

Use your Numicon to practise adding one more to each number in your set.

Choose a toy, e.g. a dog and give them some objects (e.g. balls or play food). Can you give them one more, how many do they have now?

Choose a toy and ask your child to hide it in different places around the house. Encourage them to use words like: above, under, behind, next to, below, on top of, beside.