



Mud, Magic and Minibeasts

Reception Newsletter

Summer Term 1



Dear Parents/Carers

A warm welcome back, we hope you have had a good, well deserved Easter break and are ready, refreshed and rearing to go!

Our topic this half term is incorporating three mini topics that hope to develop lots of talk, interest and knowledge in understanding of the world. We will begin by learning about mini beasts and will be looking carefully at the life cycle of the butterfly and frogs too. Next, we will be learning about plants and all the things needed to make them grow by taking part in lots of planting activities & growing experiments. Finally, we will be learning about farms, food & animal production.

Please see the dates for your diary below with a breakdown of some of the exciting activities we have arranged to help hook the children in to these fun topics.

Dates for Diary

Monday 12th April – Caterpillars have arrived for children to experience the life cycle in real life!

Monday 19th April – Zoolab visit school - Children get to experience minibeasts such as tarantulas, giant millipedes, cockroaches etc. Please see the letter sent out on Monday.

Monday 24th May – Hesketh Farm Trip – Children will explore life on a farm. A letter will be sent out nearer the time with more details on.

Water Bottles

A reminder that all children must come to school with a water bottle on a **Monday**. These will stay in school and be sent home for washing every Friday. The support staff assist the children with emptying and filling with fresh water each day. Please note, other than lunchtime, there are no water facilities throughout the day. As per guidelines in September we cannot facilitate communal use of cups. Please let us know if you do not have a water bottle and we can support with this.

Packed Lunches

Please can we remind you that if your child is bringing a packed lunch to school, as an alternative to the free school meals, then it must be a healthy packed lunch containing **no sweets, chocolate, sugary foods or sugary drinks**. We are a healthy school and pride ourselves on this given the vast amount of evidence in how sugar negatively effects children's concentration levels. Thank you with your cooperation with this.

Book Bags

Can we please remind you about the importance of bringing your child's book bag to school **each day**. We know that some of the routines have not been easy to follow during lockdown and we ask for your support in getting back on track with this. Please remember to always have the reading folder inside the book bag so your child can be read with in school and their book changed regularly. A letter about reading routines will be following shortly.

PE

We are excited to introduce focus PE sessions to our timetable this half term. PE will be on a **Monday**, for all classes, starting from week 3 (26th April) due to our Zoolab visit next week. Children will be required to bring in a PE kit in to school as soon as possible and leave it in school until the half term, when it will be sent home for washing. Please remember to label each item in your child's PE bag, including the bag itself, as things can easily get mixed up when all 30 children are getting changed.

Health and selfcare is part of our curriculum in EYFS and this includes being able to independently get dressed and undressed. We will support your child where necessary but please can we ask you to have a practise with your child first.

PE for Reception will be both indoor and outdoor on a weekly rotation. All children will need both PE kits (as per the school uniform policy) to be in school at all times;

9. PE kit

- White T-shirt
- Black PE shorts
- Black PE pumps or clean trainers for indoor PE □ Suitable trainers for outdoor use.
- Suitable tracksuit tops and bottoms for outdoor PE between October and March. PE will take place outside during the winter months.

9.1. Parents/carers are responsible for ensuring their child brings their PE kit to school when needed and that it is kept in a reasonable state of cleanliness.

Thank you for your continued support,
The Reception Team



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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Recapping on rules, expectations and agreements that we have at school, in the classroom and outside.
- PHSE SEAL Topic – Relationships. Rules and expectations with friendships. How to take steps to resolve conflicts with other children, e.g. finding a compromise.
- During circle time children will talk about and share ideas relating to staying safe, strangers and talking about our worries, feelings and problems
- Friends and feelings, looking after others and sharing, taking turns.

COMMUNICATION & LANGUAGE

- Learning new vocabulary and using it in class discussions, small groups and pairs
- Singing time – Learning songs and rhymes relating to the topic – See attached song sheet.
- Stories – Children will have lots of stories relating to the topic with a particular focus on mini beasts, growing and farms.
- The children will be encouraged to anticipate key events and respond to stories with relevant comments and questions.

LITERACY

- Writing, reading and spelling words using Phase 2 and Phase 3 phonics.
- Writing sentences whilst remembering to use full stops, capital letters and finger spaces.
- Constructing and organising sentences using words such as first, next and last and reading our sentences back.
- We will be reading and spelling CVCC and CCVC words and tricky words using Phase 3 digraphs and trigraphs. We will be incorporating this into our theme by different areas of provision available throughout the topic.
- Exploring new words relating to the topic and using these in our writing to retell and describe events.

MATHEMATICS

- Recapping and securing numbers to 10. Using addition and subtractions to add on one more or take one away. Combining groups to make a total. Writing our own number sentences, such as $6 + 4 = 10$
- Having an awareness of number lines to 20 and 100 squares. Estimating and predicting amounts and checking by counting.
- Using the words more and fewer/less when counting and organising objects and looking at numerals.
- Solving problems doubling amounts to 10 and halving amounts of objects. Beginning to share objects between 2 groups/people
- Naming and describing 2D and 3D shapes. Making patterns and pictures with the shapes.
- Using pan balances (scales) and comparing amounts, using vocabulary to talk about what they can see, or have found out.

UNDERSTANDING THE WORLD

- Lots of life cycle work, looking at caterpillars, tadpoles. Expanding our vocabulary, discussion, enquiry and love for learning and investigating.
- Plant lifecycles, what they need to grow and thrive.
- Farm animals and what we might find on the farm.
- Using technology to extend and enhance our learning, using iPads to photograph and record changes in the things we observe.

EXPRESSIVE ARTS AND DESIGN

- Small world scenarios for children to develop and imaginatively use, such as minibeast habitats and farmyards.
- Creative activities that involve using a range of different tools and equipment. A focus on 3d work using clay, junk modelling and new mediums to explore.
- Investigations and experimenting. Choosing particular colours and methods to use independently.
- Outdoor art work and imaginative play opportunities.

PHYSICAL DEVELOPMENT

- Understanding of the need for safety when tackling new challenges and managing some risks.
- Transporting and storing equipment safely.
- Practices some appropriate safety measures without always being directed by an adult.
- Indoor and outdoor exercise, using and developing a range of skills, balancing, jumping, rolling. Team building and working together.



Reception Songs



Tiny Caterpillar on a Leaf

There's a tiny caterpillar on a leaf Wriggle, Wriggle
There's a tiny caterpillar on leaf Wriggle, Wriggle
There's a tiny caterpillar, tiny caterpillar
A tiny caterpillar on leaf on a leaf Wriggle, Wriggle

He will eat the leaf around him till he's full Munch!
Munch!
He will eat the leaf around him till he's full Munch!
Munch!
He will eat the leaf around him, eat the leaf around him
He will eat the leaf around him till he's full Munch!
Munch!

A cocoon is what he's spinning for his home Spin,
Spin
A cocoon is what he's spinning for his home Spin,
Spin
A cocoon is what he's spinning, cocoon is what he's
spinning
A cocoon is what he's spinning for his home Spin, Spin

Then he'll be a butterfly and fly away Flap! Flap!
Then he'll be a butterfly and fly away Flap! Flap!
Then he'll be a butterfly, be a butterfly
He will be a butterfly and fly away Flap! Flap!

10 little speckled Frogs

10 Little speckled frogs, sat on a speckled log
Eating the most delicious bugs, YUMYUM
1 jumped into the pool where it was nice and cool
now there are 9 green speckled frogs
Glub Glub.
8 little speckled frogs.....
7 little speckled frogs..... etc.

Old Mc Donald had a farm

Old Mc Donald had a farm, E I E I O
And on that farm he had a pig, E I E I O
With an oink oink here and
oink oink there,
here an oink, there an oink,
everywhere an oink oink,
Old Mc Donald had a farm, E I E I O

...and on that farm he had a cow
With an moo moo here and a moo moo
there, here a moo there a moo
everywhere a moo moo....
And on that farm he had a dog....
Cat.... Duck.... Hen..... sheep..... horse

I'm a Little Bean Song

(Sing to the tune of 'I'm a Little Teapot'.)

I'm a little bean small and round,
(curl up on the floor)
Bury me deep into the soft ground,
(sung in a very low deep voice)
Sprinkle me with water,
(act out watering can)
Sunshine too,
(hands out wide)
Watch me grow as tall as you.
(stretch to the sky)



Creative Home Learning

Here are some ideas for our new mini topics

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Thank you for your continued support with all of our home learning activities. The children really enjoy showing their 'Home Learning' books to the rest of the class. Don't forget to add photographs of things that you have made or created or places you have visited.

- Go looking for some of your own minibeasts. Can you describe them? Find out some more information about them. Look in a book or on the internet.
- Make a wormery, a caterpillar house, an home for ants, or build a house for bugs, hedgehogs in your garden. Can you find any tadpoles?
- Go on a walk in the local area and look at some of the flowers and trees you can see growing. Can your grown-up help you to name them? Can you spot for signs of spring or summer? What can you see?
- Visit a local garden centre and have a look at the different flowers and plants they have for sale. Which do you like? Which don't you like?
- Plant some seeds, either indoors or outdoors, and watch them grow. Flowers, fruits or vegetables. What do you need to do to help them to grow? Can you make a photo story or draw pictures? Have a look at Cbeebies for some gardening tips: <https://www.bbc.co.uk/cbeebies/grownups/7-tips-for-gardening-with-children>
- Help to prepare something healthy to eat using vegetables or fruit, e.g. a smoothie using berries, or a fruit, or vegetable salad. Why are they healthy? Which did you like, or didn't like?
- Draw a picture of what you might find on the farm, which babies match up to their parents? Are they like Monkey puzzle? Do they have the same names?
- What do living things need to grow? Do plants need the same as pets? Farm animals and people? Draw a picture of what they need.
- Think of some of your own ideas, but most importantly get outside, away from screens and get active, plant things explore and find out about the world around you.