



# Reception Newsletter - Summer 2

## Welcome

We are really looking forward to welcoming everyone back for a busy and exciting summer term! There is so much to look forward to over the coming weeks, including some of our favourite events of the year.

Two of the highlights will be Sport's Day, where the children can enjoy taking part in a range of fun activities, and our Stay and Play sessions, which we know families always enjoy as a chance to join us and see the children learning and playing in school.

We would also like to give a warm welcome to Mrs Cooper, who has joined our team.

We are excited for the term ahead and look forward to sharing lots of wonderful experiences together!

Thank you very much for your support.

If you need to contact us, please do not hesitate to arrange a meeting with us via the office at [admin@seathorneprimaryacademy.org](mailto:admin@seathorneprimaryacademy.org).

Reception Team

## Reading



We have adopted a new approach to phonics teaching. Pupils are assessed and placed into groups based on their current ability levels. These groups are reviewed and updated at the end of each term, following reassessment, to ensure that all children remain in the most appropriate group for their learning needs. Please continue to read books at home for pleasure. You can support your child by listening to them read, offering praise, and talking about the book together. This helps children build their confidence, fluency and independence as they read increasingly complex words and prepare for the next stage of phonics learning.

### Our Reading

This term, we are enjoying a range of exciting books and texts to support our learning across literacy, understanding the world, and communication skills. Here's a look at what we will be exploring together:

## What the Ladybird Heard - Julia Donaldson

We will be:

- Exploring **story structure** (beginning, middle, end)
- Talking about **characters and what happens in the story**
- Comparing the **farm setting** to real-life farms
- Creating simple **maps of familiar places**

## Maps (Local and National, e.g. Butlins)

We will be:

- Learning that information can be shown in **different ways**, not just stories
- Looking at and talking about **maps of familiar places**
- Beginning to use **directional language** (e.g. up, down, near, far)
- Understanding simple **features of maps**

## Winnie at the Seaside - Valerie Thomas

We will be:

- Talking about **visits to the seaside and sharing experiences**
- Learning about **water and beach safety**
- Exploring vocabulary linked to the **beach and holidays**
- Building confidence in **speaking and listening**

## The Train Ride - June Crebbin

We will be:

- Enjoying **rhyming stories and rhythm**
- Listening carefully and joining in with **repeated patterns**
- Talking about our own **journeys and travel experiences**
- Developing **prediction skills**

## Pirates Love Underpants - Claire Freedman

We will be:

- Practising **story sequencing (beginning, middle, end)**
- Exploring fun and imaginative **characters and settings**

- Retelling parts of the story in our own words
- Using our creativity to create our own pirate ideas

### Under the Sea (Non-Fiction Texts)

We will be:

- Learning how **non-fiction books are different from stories**
- Looking at **facts, pictures, and headings**
- Discovering new **sea creatures and vocabulary**
- Developing an interest in **finding out information**

### How You Can Help at Home

- Share stories together and talk about **what happens and who is in the story**
- Ask your child about their **favourite part** of a book
- Talk about **places you visit** (e.g. shops, parks, seaside)
- Encourage your child to **retell stories in their own words**

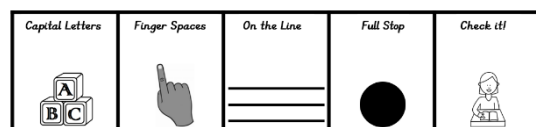
We are looking forward to a fun and engaging term of reading and exploring new ideas! 🌟

## Writing

### Our Writing Goals

This term, we are focusing on developing early writing skills. We will be encouraging children to:

- Write **short sentences** that can be read and understood by others
- Use a **capital letter at the beginning** of a sentence and a **full stop at the end**
- **Read back their writing** to check that it makes sense
- Spell a number of **common exception words correctly** (words that don't follow usual spelling rules) eg: *the, a, do, to, I, no, go, he, she, we, me, be*
- Complete at least one 'Pop' sentence independently each day. Children will be encouraged to expand sentences using adjectives (describing words) and conjunctions (joining words such as '**and**' and '**because**').



## 🗨️ How you can help at home

- Encourage your child to **write simple sentences**, even just one or two
- Remind them to use **capital letters and full stops**
- Ask them to **read their writing aloud** to you
- Practise spelling **tricky/common words** together in a fun way
- **Homework:** Ensure 'Pop' sentence writing is completed over the weekend and returned to school on a Monday. Please encourage your child to think and write independently, rather than copying.

## Maths

### 📚 Our Maths Learning This Term

We will be developing our understanding of number through a range of practical, hands-on activities. Our focus will include:



- **Subitising** (recognising quantities without counting) up to 5
- **Comparing numbers** up to 10 and understanding when amounts are **more than, less than or equal** to each other
- **Counting beyond 20**, noticing patterns in the number system
- Exploring **number patterns** to 10, including **odd and even numbers, doubles, and sharing equally**
- **Recalling number bonds** to 5 and some to 10 (including doubles and simple subtraction facts)
- Developing a **deep understanding of numbers to 10**, including how numbers can be made in different ways

### 🌍 Real-Life Maths Opportunities

We encourage children to see maths as part of everyday life. In school, and at home, we will explore maths through:

- **Counting everyday objects** (toys, snacks, steps)
- Talking about **which group has more or fewer items**
- Spotting **numbers in the environment** (doors, buses, shops)
- **Sharing objects equally** (e.g. snacks between friends or family)
- Exploring **patterns** in routines, clapping, or movement
- Using mathematical language such as **more, less, equal, altogether**

## 🗨️ How You Can Help at Home

- Practise **counting in everyday situations** (walking, tidying up, shopping)
- Ask questions like "Who has more?" or "Can we share these fairly?"
- Play simple **number games** (matching, sorting, spotting patterns)
- Encourage your child to **recognise numbers without counting** small groups

We aim to build confidence and enjoyment in maths through play, exploration, and real-life experiences! 🌟

## Communication and Language

### Our Communication and Language Development

Building on the learning from previous terms, we will continue to develop children's speaking and listening skills throughout the day in both play and adult-led activities. We will be encouraging children to:

- Use **new and adventurous vocabulary** during conversations and play  
(e.g. "I'm building a high fence for the ferocious lion!")
- Ask a range of **questions to deepen understanding**, including:  
**who, what, where, when, why, and how**
- Use **connecting words** to extend their ideas, such as:  
*and, but, so, because, when*
- Talk in more detail about their **own interests and experiences**
- Take part in **back-and-forth conversations**, listening and responding to others' ideas and questions

## 🗨️ How You Can Help at Home

- Introduce and model **new words** in everyday conversation
- Encourage your child to **ask questions** about the world around them
- Extend their sentences by adding words like *because* or *and*
- Spend time having **conversations about their interests** (toys, games, places they enjoy)
- Give them time to **talk and respond**, rather than rushing answers

## Personal, Social and Emotional Development


### Our Personal, Social and Emotional Development

Building on the learning from previous terms, we will continue to support children in developing positive relationships and understanding their feelings and behaviour. We will be encouraging children to:

- Understand that it is **okay to say "no"**, and to respect when others say no to them
- Learn to **follow rules**, especially when playing games with others
- Begin to understand that we behave **differently in different situations**  
(*e.g. using a quiet voice in the library, listening carefully in assembly, showing respect when visiting special places such as a church*)

### How You Can Help at Home

- Talk about situations where it is okay to say **"no"** and practise respectful responses
- Play **simple games together**, encouraging turn-taking and following rules
- Discuss how we behave in different places (e.g. shops, parks, family events)
- Model and encourage **kindness, patience, and understanding of others' feelings**

These skills help children to build confidence, form positive relationships, and feel secure in different environments. 

## Physical Development

Building on the learning from previous terms, we will continue to develop children's fine and gross motor skills, helping them to become more confident and independent. We will be encouraging children to:

- Sit with a **good posture** when working at a table or sitting on the floor
- Use a wide range of **one-handed and two-handed tools** (e.g. scissors, paintbrushes, cutlery) with increasing control
- Begin to develop a **fast and fluent handwriting style**

- Show improved **coordination**, such as catching while moving whilst practising for sport's day
- Develop a comfortable **tripod pencil grip** (or a similar effective grip) for writing

### How You Can Help at Home

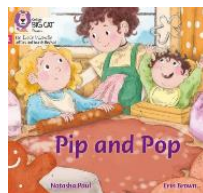
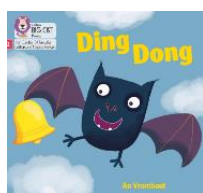
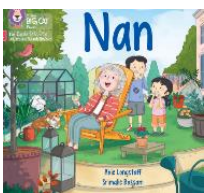
- Encourage your child to sit **comfortably and correctly** when drawing or writing
- Practise using tools like **scissors, crayons, and paintbrushes**
- Support early writing through **drawing, tracing, and mark-making**
- Play games that involve **throwing, catching, and balancing**
- Help your child practise holding a pencil using a **tripod grip**

Developing these skills helps children to become more confident in their writing, as well as supporting their overall coordination and physical wellbeing. 💪 ✨

### Reminders

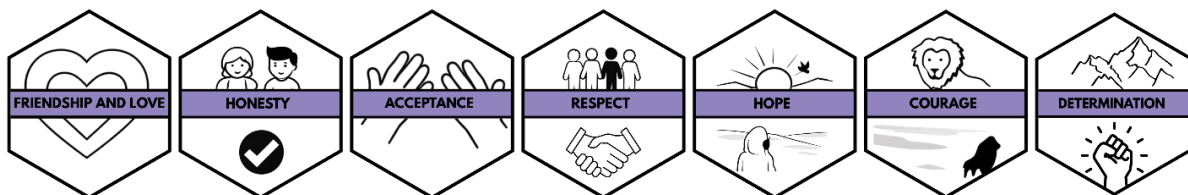
Thank you to our parents and carers, who read at home with your child! Reading at home is important because it builds the early skills, confidence and enjoyment children need to become successful, enthusiastic readers for life.

A **phonics decodable book** will be sent home each week. Please ensure you sign the children's reading diary each time they read and bring their book bag, reading book and reading record each day to school.



Reading Record		
Reception		
Date	Title of book read	Comments
26/9/24	Biff's Biscuit	Great reading! Starting to recognise words.
28/9/24	Big Machines	Enjoyed this, especially the pictures.
29/9/24	The Fish Tank	Read the whole book! (Lucas)
1/10/24	On the Sand	Read well, thinking on his feet about his sand!

### Seathorne Values



## Skills Builder

The Skills Builder Universal Framework provides a common language for building essential skills with children and young people.

Research shows that building essential skills supports social and emotional wellbeing, learning and academic outcomes and careers and opportunities.



## Year group information

### Hedgehogs



**Class Teacher:** Mrs J Farrington (Miss Lunn's Maternity leave cover)

**Teaching Assistants:** Mrs Beardsall, Miss Payne, Miss Taylor, Miss Haigh and Miss Borrell



### Honeybees

**Class Teacher:** Mrs Cooper (supply cover for Mr Dennis)

**Teaching Assistants:** Mrs Beardsall, Miss Payne, Miss Taylor, Miss Haigh and Miss Borrell

### PPA Cover (Wednesday afternoons):

HLTA Teacher: Mrs Robinson

### PE (Friday afternoons):

JB Coach: Mr Shaw & Mr Collins

Please remember to name your child's school uniform and PE KIT and that in Reception school uniform is black/grey trousers/skirt, white shirt.

*Please remember if you are making your child a packed lunch, we ask you not to put anything in that contains nuts.*

## Dates for the diary!

### Summer 2

Friday 22<sup>nd</sup> May - School closes for the half term holiday.

Monday 1<sup>st</sup> June 2026 School reopens to pupils.

Sport's Day - Tuesday 16<sup>th</sup> June 2026.

Wednesday 22<sup>nd</sup> July - School closes for the summer holiday.

