

# Foundation Stage 2

## Reception

Dear Parents,

Our Home Challenges this term will continue to be linked to the learning that we are doing in school. Home Challenges will be set weekly and will be put onto Tapestry on a Monday for you to see. Please login to your child's Tapestry account to see the challenge that has been set for the week. We would then like you to upload photos of your child's completed challenge on to Tapestry so we can share their home learning with all of the children in the classroom at school. There will be no need to bring completed Home Challenges into school.

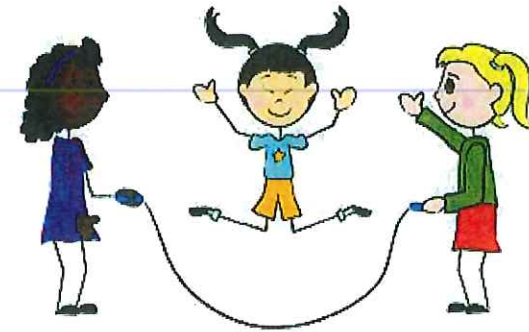
Please support your child with these activities. Talk to your child about the things we are doing at school and encourage him/her to bring things in to support our areas of learning.

Help your child to continue to learn the letter names (lower case and capital) and the sounds they make. Please practise reading the 'word sets' and read with your child regularly.

Should you need to speak with us, we are available after school every day. If your child is worried or upset about anything please use the following address: [hello@stbreock.org.uk](mailto:hello@stbreock.org.uk) and explain the situation so that we can resolve it quickly.

Thank you for your support.

The FS2 Team



## Curriculum Advice Leaflet

Summer Term 2021

1st Half



Miss Barker, Mrs Merrick and Mrs Simmonds

Our topic in FS2 will change regularly to reflect the children's current interests and needs. During the first half of the Summer Term we will be developing the following skills as part of the Early Years Foundation Stage Curriculum. Please look out for how our floor book and classroom develops. Let your child tell you what they have chosen to learn about.

### Personal, Social & Emotional Development

- Take into account one another's ideas about how to organise an activity.
- Adjust their behaviour to different situations, and take changes of routine in their stride.
- Talk about their ideas, and choose the resources they need for their chosen activity.
- Say when they do or don't need help.
- Jigsaw— Relationships.
- Fundamental British Values— Democracy.

### Communication & Language

- Listen and respond to ideas expressed by others in conversation or discussion.
- Follow instructions involving several ideas or actions.
- Express themselves effectively, showing awareness of the listeners' needs.
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

### Physical Development

- Show good control and co-ordination in large and small movements, including throwing, catching, aiming, kicking, dribbling.
- Handle equipment and tools effectively, including pencils for writing.
- Transport and store equipment safely.

### Literacy

- Read and understand simple sentences.
- Demonstrate understanding when talking to others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sound.
- Read and write some common irregular words.
- Write simple sentences which can be read by themselves and others.

### Mathematics

- Identify and represent numbers to 20, and beyond.
- Count on and back beyond 10.
- Say what number comes before or after a given number.
- Order sequences of numbers to 20.
- Match, rotate and manipulate 2D shapes.
- Begin to use the vocabulary involved in adding and subtracting.
- Understand that shapes can be combined and separated to make new shapes.

### Understanding the World

- Make observations and explain why some things occur, and talk about changes.
- Know about similarities and differences in relation to places, objects, materials and living things.
- To programme a Bee Bot by using a sequence of simple directional instructions.

### Expressive Arts and Design

- Select appropriate resources and adapt work where necessary.
- Safely use and explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.
- Play cooperatively as part of a group to develop and act out a narrative.