

Reception Summer Term



April 2025

Religious Education

Summer 1	Summer 2
<p data-bbox="396 336 962 576">- To the Ends of the Earth Children learn about what happens after Good Friday. They learn about the Good News that Jesus is alive and share their own good news with their friends. The children will also learn about the Ascension and Pentecost.</p> <ul data-bbox="363 620 962 827" style="list-style-type: none"><li data-bbox="363 620 962 685">• Prayers: sign of the cross, daily prayers plus Our Father<li data-bbox="363 729 962 827">• We continue to include aspects of Catholic Social Teaching that link to our learning too.	<p data-bbox="1039 336 1599 546">- Dialogue and Encounter Children will explore and discuss various images of Jesus from countries outside of Europe. They will learn about other people's faiths and beliefs and hear about other people's relationship with Jesus.</p> <ul data-bbox="1006 587 1599 827" style="list-style-type: none"><li data-bbox="1006 587 1599 653">• Prayers: sign of the cross, daily prayers plus consolidating prayers learnt to date<li data-bbox="1006 729 1599 827">• We continue to include aspects of Catholic Social Teaching that link to our learning too.

Phonics

Summer 1	Summer 2
<ul style="list-style-type: none"> • Little Waddle Phase 4 • Short vowel sounds CVCC, CCVC, CCVCC, CCCVC, CCCVCC (eg went, thump, smash, bring, swift, scrunch) • Longer words (eg. printer, children, freshness) • Compound words - eg. handstand, lunchbox • Root words ending in: ing, ed sounds like t,, ed, may sound like id, est (eg. Squelching, cracked, melted, strongest) • Tricky words 	<ul style="list-style-type: none"> • Little Wandle Phase 4 • Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC (eg. toast, speech, storm, crown, sprain, star, three, • Phase 4 words ending s, z, es (eg. Floats, spears) • Longer words (eg. Balloon, frighten) • Root words ending in: ing, ed, t, id, d, er, est (eg. painting, splashed, started, cleared, sweeter, brownest) • Review reading all tricky words taught this year as well as writing these (correctly spelt)

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /z/ Phase 4 words ending -es /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /z/, -s /z/, -es longer words	

Reception Curriculum

<p><u>Writing:</u></p> <ul style="list-style-type: none"> - Writing sentences during phonics lessons and child-led activities - please encourage and support at home - Be led by your child's interest as this will inspire and provoke their desire to write. Helps them to see the purpose of writing - Capital letter, spaces between words and full stop - Correct letter formation and maintaining letter size is very important 	<p><u>Maths:</u></p> <ul style="list-style-type: none"> - Mastering Number with focus on: - Subitising - Counting, ordinality and cardinality - Composition - Comparison - Opportunities to consolidate learning in their chosen activities - White Rose Maths for shape, space & measure 	<p><u>PSED:</u></p> <ul style="list-style-type: none"> - Self-regulation ELG - Managing Self ELG - Building Relationships ELG - Focus on supporting children with transition to Year 1 - Ten:Ten
<p><u>C&L:</u></p> <ul style="list-style-type: none"> - Listening, Attention and Understanding ELG - Speaking ELG - Support children to engage in back-and-forth conversation using full sentences - What makes a good speaker and a good listener - Language rich environment 	<p><u>EAD & BI:</u></p> <ul style="list-style-type: none"> - Rousseau's Tiger in the storm, drawing people, Miro, self portrait as a King or Queen - Supporting children and developing their creativity through their own interests - Singing hymns related to our RE and nursery rhymes 	<p><u>PE:</u></p> <ul style="list-style-type: none"> - Rackets, bats, balls and balloons - Games for understanding
<p><u>Theme:</u></p> <ul style="list-style-type: none"> - Kings and Queens - Royal themed day at school Wednesday 21st May - Stories from the Past - including Myths and Legends, Greek mythology, Aesops Tales and Traditional Tales 		

Home Learning

- **Phonics:** Please continue to be guided by the weekly home learning
- **Reading:** Continue to listen to your child read. The more your child reads, the more fluent and confident they will become! Ask them questions about what they have read and expect a full sentence response (your child may need this to be modelled by you initially) and encourage expression too. Please sign the diary to let us know they have read to you. Continue to read the sharing story to them (this is not for your child to read to you) as this will expose them to a range of enriching vocabulary, support their understanding of sentence structure and inspire their writing.
- **Maths:** Continue to use the weekly home learning and try the activities suggested.

The Practical Things

Forest School during Summer 1 half term

Please ensure all clothing is named

Named water bottle that your child can open on their own and will not spill easily

Sun cream to be applied at home in the morning and a named sun hat

Reading books to school on Wednesday in a named plastic wallet - this prevents damage and a charge for a replacement book

PE is on a Tuesday. Children should be in correct PE kit - no logo's on clothing, no earrings

One named book bag - no rucksacks or additional bags

No toys to school

Look at our class page on the school website

End of year assessment

- End of Early Years Foundation Stage Profile assessment (EYFSP)
- Teachers assess each child against 17 Early Learning Goals (ELG)
 - Child is assessed as Emerging or Expected
- This will be shared with you as part of your child's end of year report and informs our transition discussions with your child's Year 1 teacher

Please ask one of us for a copy of the ELG if you would like one

The Practical Things: Lunches / Snacks

We are a nut free school. We request healthy packed lunches.

Children in Reception can have a free hot meal.

The aim of our policy is...

To keep up our success of being a Healthy School, we think all children should enjoy a healthy lunch. This guidance is to help packed lunches be as healthy as school meals which meet the School Food Standards.

www.schoolfoodplan.com/standards

How we will support the policy ...

- We will ensure that free, fresh drinking water is available at all times and we strongly encourage a water only policy. It is not essential to include a drink in packed lunches as water is provided.
- We will provide menu ideas and practical advice for healthy, affordable packed lunches.
- We will reward pupils who bring in healthy packed lunches with praise, prizes and/or certificates.
- We will allow pupils who bring a packed lunch and pupils who have a school dinner to sit and eat together.
- We will ensure we listen to our pupils' and parents' views and ensure that this policy is fair and meets everyone's needs.
- Our traffic light system is in line with the School Food Standards for school meals.

Why have a policy for packed lunches?

Eating a healthy packed lunch or school meal is important to help children stay healthy, feel good and improve their ability to learn.

Our packed lunch guidance has been developed in response to parent surveys and observations of children's packed lunches, that found some less healthy foods that can affect energy levels, concentration, behaviour and health.

A healthier packed lunch focuses on the four main food groups of the Eatwell Guide, foods in purple the small section are not allowed to be eaten in school.



PACKED LUNCH POLICY LEAFLET



Leeds Packed Lunch Guidance

This policy has been created in consultation led by our School Council, supported by parents, governors and the Leeds Health Wellbeing Service

TOOL 21

Red foods

These foods are not allowed in school lunch boxes.

- Chocolate bars or sweets
- Crisps
- Cereal bars (these can be high in fat and sugar).
- Chocolate biscuits and cake bars
- Processed fruit products such as winders (these can be high in sugar).
- Sugary drinks such as Caprisun, Ribena, squash, fizzy drinks and energy drinks.

Amber foods

These types of foods could be included occasionally as part of a balanced packed lunch.

- High salt or fat snacks such as, snack-a-jacks, crackers, bread sticks.
- Small plain or fruit cakes such as scones, tea cakes or malt loaf.
- Plain biscuits, flapjacks or fig rolls
- Processed meat products such as sausage rolls, pies, corned beef, pasties, pepperoni or sausages.

Green foods

You can put these in lunch boxes everyday or as often as you like.

- 1 portion of fruit and 1 portion of vegetables. This could include fresh, tinned or dried.
- A type of starchy food such as bread, pasta, pittas, bagels, wraps etc. Try to include wholegrain varieties.
- Meat, fish or other sources of non-dairy protein (e.g. lentils, kidney beans, quorn, chickpeas, houmous, eggs).
- Dairy food such as milk, cheese, yoghurt or fromage frais.
- Oily fish such as salmon or sardines at least once every three weeks (tinned tuna doesn't count).
- Only water as we provide all pupils with free fresh drinking water throughout the day and at lunchtimes.

Birthday treats

We politely request no sweets or cakes please. You are welcome to donate a story book for the classroom instead to celebrate this special day.



[Home](#)

[What we do](#)

[Books and reading](#)



Safeguarding

We have a safeguarding team that work together to manage all safeguarding concerns on MyConcern.

Designated safeguarding lead: Mrs Lucille Martin

Deputy designated safeguarding lead: Mrs Christina White

Alternate safeguarding lead:

Mrs Tanara Smith, Mrs Kerri Conway and Miss Kiri Wyatt

Safeguarding lead governor: Emily Burbridge