



St. William of York Catholic Primary School

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April 2025

Dear Parents/Carers,

Summer Term 2025

Welcome to the final term of Reception! I hope you all had a wonderful break. The children have come back refreshed and enthusiastic. It is a joy to see what confident learners they are becoming - we are all set for a fun-filled Summer Term.

Our topics this term are 'Down Under' & 'Land Ahoy!' We will be finding out about Australia, including animals and habitats. We will explore the culture of the First Nations People through art and stories. Later on, we will move towards a more fantasy world with pirates and mermaids! We will be finding out about our wonderful oceans and will touch on ideas around climate change, conservation of sea life and ocean habitats. The books we will use as well as the areas of learning, outcomes and provision can be found on the summer term provision map. Our RE focuses this term are: 'Good News', 'Friends' and 'Our World'.

As you may be aware we work towards children achieving the 'Early Learning Goals' by the end of the year. You can see some of the ELGs listed on the provision map and you will all have had a sheet at parents' evening that was highlighted in places. Do talk to me you have any questions about these. Thank you for all your support so far this year. Keep reading, playing, talking and finding meaningful opportunities to write with your child.

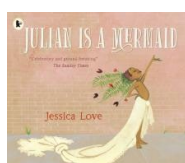
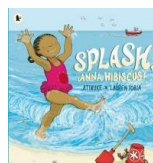
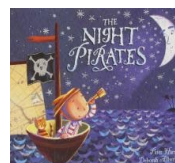
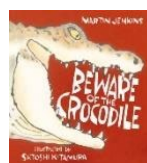
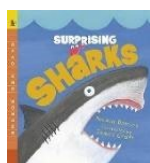
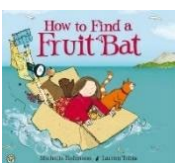
Last half term the children loved going to Forest School and we are looking forward to taking them again this half term. A notice is up with all the dates - please do sign up for at least one session. We understand you have different commitments but if you have any family members who can help out you can sign them up too!

We will continue to send out reading packs, as well as phonics-based reading books. Please keep reading stories and books regularly to your children as well as hearing them read to you. By the end of Reception, your child should be reading green or purple books. If you have any concerns or would like to gain advice on how to support your child to reach this level, let me know.

Thank you once again and if you have any further queries, please do not hesitate to contact me via the school office or directly at cdempsey@swoy.lewisham.sch.uk

Yours sincerely,

Ciara Dempsey



Reception 2024-25 - Summer Term Topic: Down under, land ahoy!

Area of Learning	Communication & Language	Physical Development	Personal, Social & Emotional Development	Literacy	Maths	Understanding the World	Expressive Art & Design
Learning intentions	Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG)	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Begin to show accuracy and care when drawing. (ELG)	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG) Work and play cooperatively and take turns with others. (ELG)	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed. (ELG) Write simple phrases and sentences that can be read by others. (ELG)	Have a deep understanding of number to 10, including the composition of each number. (ELG) Subitise (recognise quantities without counting) up to 5. (ELG) Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG) Verbally count beyond 20, recognising the pattern of the counting system. (ELG) Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)	Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	Create collaboratively sharing ideas, resources and skills. Share their creations, explaining the process they have used. (ELG) Make use of props and materials when role playing characters in narratives and stories. (ELG) Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)
Provision	Fact and fiction books Sustained Shared Thinking and more open ended questioning Singing Reading and looking at books to/with friends Role play RWI phonics sessions with new vocab from ditties Opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, partner talk during class discussions, discuss and plan individual or shared activities Using books to explore new themes, vocab and information Small groups for looking at and discussing stories Re-telling/acting out stories with prompts and puppets 'Now Press Play' sessions Zones of regulation	Phonics and opportunities for writing in meaningful contexts Lunchtime- identifying healthy foods Gross and fine motor skills through use of climbing equipment, bikes, scooters and a range of equipment, including construction Large play equipment to be used in different ways Water and paintbrushes outside Chubby chinks outside Threading Using pegs Water tray – filling, emptying, pouring and manipulating tools Sand tray & Malleable table – manipulating tools Playdough – rolling, squeezing, manipulating into shapes 'Now Press Play' sessions Music for dancing outside Practical team games outside using different equipment Writing frames Using a range of writing and drawing tools to help support skills and grip: painting, chalk, oil pastel, watercolour, gluing and sticking, whiteboards and pens, pencils and colouring pens Drawing prompts and modelling	Zones of regulation Construction area block and bricks for building collaboratively and encourage sharing Large equipment outside to encourage collaboration and negotiation skills when building ACE cards Recognition board WOW cards Self-selection areas Show and tell Visual timetable Role play Affirm and praise positive behaviour Encourage children to think about issues from the viewpoint of others 'Learning Zoo' animals Use of timer for turn taking Adult modelling of empathy to support understanding RSE focus – community and where we fit into it	Fred talk games Top hat man Provide a range of books for children to access independently in the reading area Recalling end of the day prayer Print-rich environment key words and images placed around areas of learning for children to access Self-selection writing area with a range of writing frames and tools Small world with people Stories with puppets and real object props Fact, fiction, rhyming and poetry books Adult and child made books Adults modelling writing for a purpose Silly soup – rhyming game RWI daily phonics sessions Role Play	Songs and rhymes using fingers Big maths games outside Use of number labels/writing numbers for purpose Money and purses/bags Measuring time, weight, length (standard and non-standard) e.g. timer Volume of equipment in sand and water varied e.g. big buckets or tiny pots Positional games – movement sessions Visual timetable 100 square splat game Creative area – junk modelling, rulers for measuring Books about number and shape Big numbers song Number bonds and doubling song Board games Numicon boards Number puzzles Role play Open ended maths manipulatives Estimation station	Science - Explorify RE sessions Non-fiction books for discovery and fact finding Small world - children to create their own environments Forest school Outside – natural, man-made, caring for the environment, growth and decay Observing how plants grow and change Matching games Globe to look at places around the world Books and images around the classroom to open conversations about different environments Exploring different habitats environments through role play, photos, and 'Now Press Play' sessions	Junk modelling Show and tell Self-selection creative area Role play inside and outside Small world Self-selection construction area Stamping Pastel and watercolour observational drawing Musical instruments inside and outside Fact books Music sessions with Mrs Shanahan Show and tell Sustained-shared thinking Acting out stories
Rights of the child	Article 1		Article 2 - relationships and respect for others Article 3 - voting for stories Article 5 - making own choices, educating parents through workshops Article 12 Article 19, 33 & 34 – RSE lesson links to Ten:Ten Article 24	Article 13 –reading and using the library		Article 2 - learning about differences between cultures , religions and individuals Article 14 Article 30 Article 31	Article 31

