



Reception: Newsletter: Summer 2: Water, water, everywhere



Please continue to send through evidence of your child's learning on the Evidence Me app.

This half term our topic is based around water. We will be ready to jump into puddles and learn lots about pirates!

Over the coming weeks the children will become scientists and be ready to explore water in different ways. We will explore the water cycle and the places we find water. We will think about what we use water for and why it is important to be safe around it. We will dive under the sea and cruise on top of it, learning about sea creatures and pirates. As designers we will be finding out about boats and making our own which will float on the water.



Communication and Language

We will:

- Develop listening and attention skills by listening to, and joining in with, stories and rhymes
- Explore new vocabulary, learn to make predictions about a story, and practise retelling stories in sequence
- Learn to follow simple instructions and develop an understanding of key language

Physical Development

We will:

- Develop our fine motor skills so that we can use a range of tools competently, safely and confidently. Such as: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Further develop 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
- Continue to form letters correctly, using joined up handwriting

Literacy

We will:

- Explore non-fiction texts linked to sea creatures and the water cycle
- Read a variety of stories linked to the sea including, 'The Lighthouse Keeper's Lunch', 'The pirates next door', 'Hey Water' and 'The undersea cleaning spree'
- 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



Homework books will be sent out on a Friday and are to be returned the following Tuesday.

Personal, Social and Emotional Development

We will:

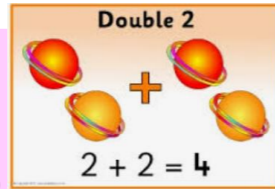
- Think about the perspectives of others.
- Identify and moderate our own feelings socially and emotionally.
- See ourselves as a valuable individual.
- Build constructive and respectful relationships.
- Know and talk about the different factors that support our overall health and wellbeing, including regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine



Maths

We will:

- Automatically recall number bonds for numbers to 10
- Develop our concept of greater than and less than using the symbols < and > appropriately
- Explore doubles of numbers to 10 and begin to link this the 2 times table
- Explore the measurements of length, weight and capacity

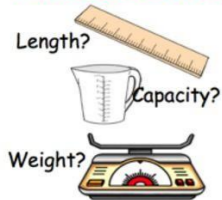


Understanding the World

We will:

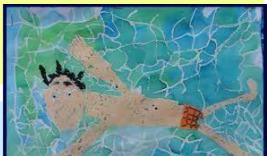
- Think about the different places we find water and the different ways we use it
- Learn about the water cycle
- Investigate floating and sinking
- Learn about the types of animals that live in water and their characteristics
- Read about Pirates
- Think about the seaside, light houses and how to keep ourselves safe around water
- Learn about water pollution and why it is important to think about water conservation

Measures



Another information (reminders and dates etc.):

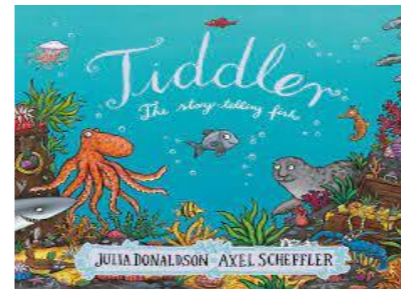
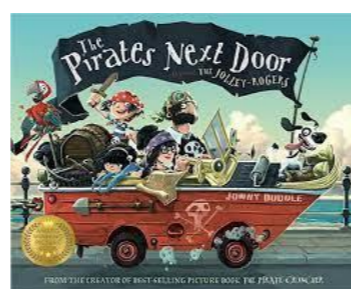
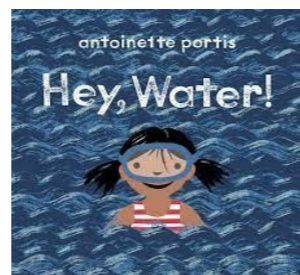
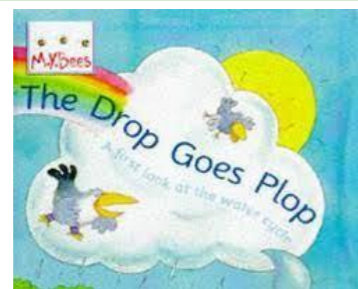
- Friday 23rd June – Mufti Day – Bottle donations
- Saturday 24th June – PTA Summer Fair
- Friday 30th June – Sports Day – KS1 and Reception – Afternoon
- Wednesday 5th July – Red Class Assembly 9.15am Parents welcome
- Tuesday 11th July – Reception to Year One Transition Parent Meeting 2.15pm
- Monday 17th July – Class Transition Day
- Monday 17th July – Celebration Evening 6 – 7.30pm All parents welcome
- Friday 21st July – Break up Reception finish at 1.45pm





Reception: Knowledge Organiser: Summer 2: Water, water, everywhere

Key Books this term:



How can you learn at home?



Talk to your child about the rain: What happens when it rains? What do we wear in the rain? How does it make us feel?

Help your child set up this experiment to make it rain.

Gather the things you will need.

- glass jar (jam jar)
- paper plate or paper bowl
- ice
- hot water

Work together to follow the instructions:

- Adult – add 2–3 inches (5 – 7cm) of boiled water to the glass jar, making sure children not to touch the jar.
- Ask your child to place a paper plate on top of the jar of hot water
- Wait 1–2 minutes
- Ask your child to add the ice on top of the paper plate.

Watch together to see what happens

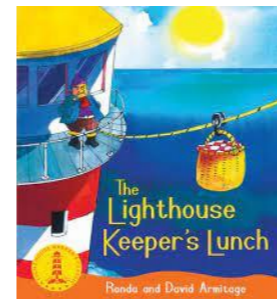
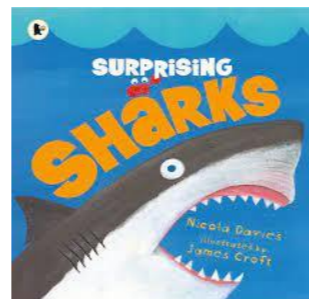
Talk to your child about the experiment.

What did they see?

Draw a picture of the experiment. If your child is able, they can add words to label the items they used for their experiment.

Parent prompt:

The plate seals the warm air in the jar. Once the ice is added to the plate, the cold temperature causes the moisture in the jar to condense and form water droplets. This is the same thing that happens in the atmosphere as warm, moist air rises and meets colder temperatures high in the atmosphere. Water vapour condenses and forms precipitation (rain) that falls to the Earth as rain, sleet, hail, or snow.

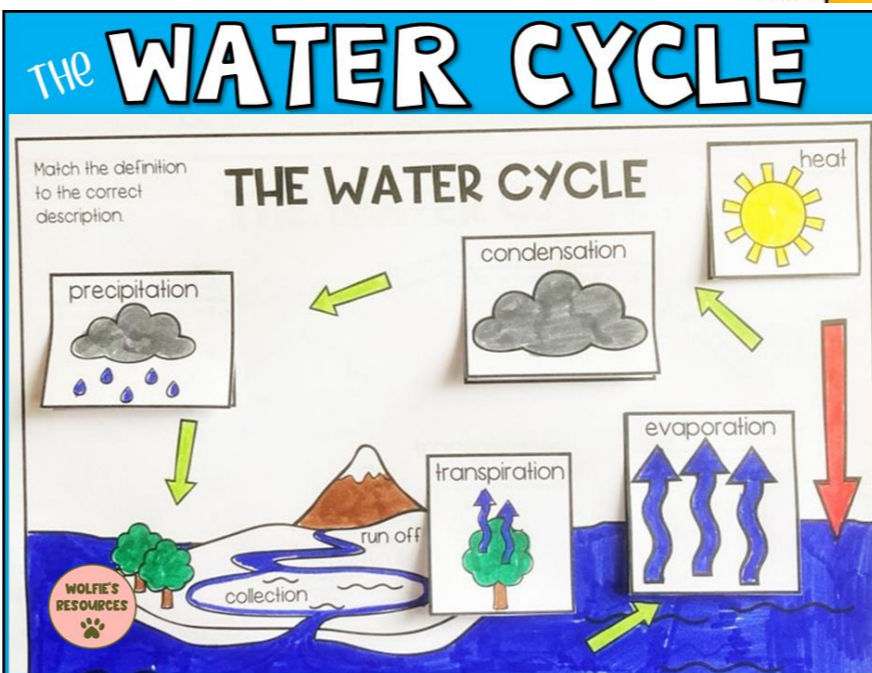


Watch a story [here](#) about a rainy day.

Take part in some Underwater yoga [here](#).

Learn the song 'I hear thunder' [here](#).

Learn the song 'Rain, rain, go away' [here](#).



- River
- Waterfall
- Lake
- Ocean
- Wave



under the sea

| | | | | | |
|-------|-----|------|-------|------|-----------|
| ocean | sea | deep | water | sand | shipwreck |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Pirates

| | | | |
|--|----------------|--|---------------|
| | pirate | | hook |
| | doubloon | | wooden leg |
| | sword | | bandanna |
| | flag | | captain |
| | gold | | desert island |
| | hammock | | buccaneer |
| | patch | | crew |
| | compass | | map |
| | plank | | cannon |
| | parrot | | shark |
| | shore | | mate |
| | sea | | cove |
| | treasure chest | | ship |
| | | | overboard |

Characteristics of Effective Learning:

playing and exploring – children investigate and experience things and 'have a go.'

active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements

creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.