



Ludlow Primary School

Reception Newsletter Summer Term 2

June 2025



Welcome Back!

We hope that you have all had a peaceful half term break. It is so hard to believe that your children have been with us nearly a whole school year. During the last half term the children will be participating in transition activities with the Year One teachers. They will visit the class rooms and meet both the Year One teachers. On Tuesday 1st July, we will hold a 'moving up' morning when the children will visit their new classes for the morning.

Routines:

Routines for the summer term will remain the same. Gates open at 8.30 am and all children should be in school by 8.50 am. Gates will close at 8.50 am. If you are arriving after this time, please take your child to the main entrance.

What are we learning?

Our overriding theme is: "Down on the Farm!"

Key Talk for Writing Text: Oliver's Vegetables.

Non-Fiction Texts - Poetry

Please see below for our half-termly overview :

Read Write Inc.
Phonics

Literacy

Phonics (RWI) – Children read a wide range of RWI texts. Children encouraged to read for enjoyment.
Reading - Children read books in line with their phonics knowledge. Daily 15-minute class story time and discussion. Sharing books selected by children to take home 3 times a week to develop a love for reading.
Talk4 Writing - Oliver's Vegetables.

Mathematics (White Rose and NCETM)

continue to develop their counting skills, counting larger sets as well as counting actions and sounds

- explore a range of representations of numbers, including frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subdivided and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Understanding the World

Significant Person – Jamie Oliver
Past & Present - Comparing olden day farming to modern day farming.
People, Culture and Communities – What times/stories are special to people of faiths other than Christianity and why? Who is in our community and what do they do? (Visit by a farmer) Local farmers market
The Natural World – Summer Farm life Where do animals live? Grouping and classifying animals Growing fruit and vegetables from farm to plate.

Communication and Language

- To know a range of facts.
- To engage in meaningful conversations with others.
- To be able to talk about how different people help us.

Reception

Summer term 2 Overview



Our Topic this term is:
Down on the Farm

Physical Education



Fine motor - Further develop my fine motor skills.
Control letter size and write on the line.
Refine control when using pencils, paintbrushes, scissors etc.
Cut out shapes independently. Do buttons up myself
PE - Work safely and develop running and stopping.
Develop throwing and learn how to keep score.
Follow instructions and move safely when playing tag games.
Play games showing an understanding of different roles within it.
Work cooperatively and learn to take turns.
Work with others to play team games.

Personal, Social and emotional Development

Jigsaw PSHE: Changing Me

I can name parts of the body.
I can tell you some things I can do and foods I can eat to be healthy.
I understand that we all grow from babies to adults.
I can express how I feel about moving to Year 1.
I can talk about my worries and/or the things I am looking forward to about being in Year 1.
I can share my memories of the best bits of this year in Reception.



How can you help at home?

Share books and stories regularly and ask your child questions about what you have read. Help your child learn their sounds and tricky words when these are sent home.
Practise writing their name, showing them the correct letter formation. Help your child learn to count, recognise, order and build numbers to ten and beyond.

Expressive Arts and Design

Andy Goldsworthy - (create nature art)
In the kitchen – vegetable soup and using our own home grown veg in food dishes
Modelling – flowers.
Joining focus – tying string
Domestic role play area
Enhancements - taking care of pets. -farm shop-Bakery - farm house
Music Express - Growth and Green. Let's go green. Working World.

Reading:

Please ensure that you read with your child a minimum of 3 times per week and please sign the diary. Children who have read 3 or more times during the week at home are able to gain special reading Dojo points! In addition to Dojo points, each week, children who have read 3 or more times per week receive a reading champion certificate. The child (or children) who had read the most during the week is/are allowed to choose a small prize from the prize box.

Outdoors:

We continue to use the outdoor areas in all weathers. Please ensure that your child comes to school daily with a coat, just in case we have a shower! We do have some wellies in school but if you would like to send a named pair of wellies into school for your child please do so. If the weather is warm and sunny then please send your child into school with a sun hat. Sun lotion should be applied before school please.

Water Bottles:

We are encouraging the children to be healthy. **Please only send in water for your child to drink.** No juice or squash. Thank you.

PE:

Please ensure that your child has their fully named PE kit in school at the start of the term. Although we have set days for our PE sessions, with sports day on the horizon we will have other opportunities to practice.

Enhancements:

- We are arranging to take the children for a walk down into Ludlow to visit the Local Produce Market and purchase some fruit and vegetables.
- We looking forward to watching a production from the Sea Legs Puppet Show.
- The children will be taking part in Sports Day.
- Parents will be invited in (more information to follow) for a tea party at the end of term.

Gardening:

We are continuing to develop our gardening area. The children are actively helping to care for all the fruit and vegetables that we are growing. We are looking forward to using some of these in our cooking during the last half term.

Sports Day:

This year Reception will be joining Years One and Two in a KS1 sports day at the Clee View Site on Wednesday 9th July. More information will be sent out to you nearer the time.

Early Learning Goals:

At the end of Reception (the Foundation Stage), each child will be assessed against 17 key areas called the Early Learning Goals (ELG's). The Early Learning Goals are the end of Reception Year statements that all children will be assessed against. Those children who meet all the criteria under each area of development are said to have 'met' the early learning goal and working 'at age-related expectations'.

Early Learning Goals

Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 	Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	Physical Development Gross Motor Skills <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Understanding the World Past and Present <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	Mathematics Number <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. Numerical Patterns <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Literacy Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Reading <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Many thanks for your continued support.
The Early Years Team

Please remember, that it is important that you know that you can talk to us about your child's education. If you need to discuss a matter – or just want reassurance of how your child is doing – please do not hesitate to speak to us at home time or make an appointment to see us, either through Class Dojo or through the school office. We would also like to know of any issues which might affect your child at school; again, this helps us to gain an understanding of how we can support them.