

# Reception Newsletter

Summer 2  
2026

Raleigh Infant and  
Admirals Academies

## Welcome

We hope you had a lovely half term break. We hope you are looking forward to our final Summer term with lots of fun learning in store!

Make sure to regularly check **Tapestry** to see the latest updates of learning within Reception, as well as how you can support your child at home. Home learning is set every **Friday**, for us to share in



class the following **Thursday**. Please also upload any other learning that takes place outside of school - we value all learning!

## Important Dates



12/6/26—Day of Welcome parent event

22/6/26—EYFS Sports Day

01/07/26—Academy Fete (2pm)

08/07/26—Transition morning

09/07/26—Transition day

16/07/26—End of year Classroom Party

17/07/26—End of term

## Wider Curriculum

Our learning theme in **PKC** for this half term is around **stories from the past**. We will enjoy learning about fairytales, fables, folk tales, myths and legends! Children will explore a diverse range of stories across different countries and cultures, as well as different time periods. Children will encounter different characters, adventures and new vocabulary across the stories we explore.



**PE** is every **Friday**. Your child needs to come to school in their PE kit. This half term we will be focusing on different sports **games**, including keeping score, working in a team and following rules. .

In **RE** we will be exploring special places within different cultures and religions.

In **PSHE** we will explore how we are changing, with a focus on respecting bodies, growth and change, fun and fears and celebrations.

More information can be found online at [www.raleighinfant.co.uk](http://www.raleighinfant.co.uk)



## Phonics

This half term we will continue to explore **Phase 4 Phonics**. We will learn how to read a range of words, including words with adjacent consonants, longer words, and compound words. During this time, we will continue to embed previously taught Phase 2 and Phase 3 graphemes. Please practice phonics at home as much as possible, to help secure the skills for reading and develop increasing fluency. Scan the QR code above to take you to the Parents Area on the Little Wandle website to help support you. This is also featured weekly on Tapestry for home learning.

## Our Key Focus Fluency skills



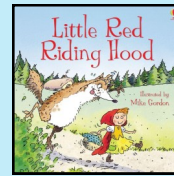
One of our key focuses this half term is developing fluency skills. Fluency in different subjects indicates children's strong and accurate understanding.

- Fluency in **reading** - accurately and automatically reading using prosody. For example quickly reading words by segmenting in their heads, and connecting this to the appropriate expression, demonstrating understanding of what has been read.
- Fluency in **maths** - accurately and efficiently applying mathematical knowledge and skills. For example quickly identifying number bonds, and using this knowledge to solve maths problems.

### How could you help at home?

- Practice **phonics** knowledge as much as possible, and read with and to your child daily.
- Practice **maths** skills as much as possible, including real-life application of knowledge.

## Literacy



In **Literacy**, we use 'Drawing Club' to develop children's fine motor skills, creative thinking, alongside their writing. Our key texts this half term will be '**Little Red Riding Hood**' by Mike Gordon, '**Hansel and Gretel**' by Josephine Collins, and '**The Gingerbread Man**' by Mara Alperin. When practicing writing at home, please encourage your child to use their growing phonics knowledge to spell. In Reception words do not need to be spelt correctly, just 'phonetically plausible'.

## Mathematics



In **Maths** this half term we will continue to build upon the skills developed previously. We will explore **conceptual subitising**, automatic recall of **number bonds** to 5, and number bonds to 10, **comparing** quantities, exploring **patterns in number**, and **counting** to 20 and beyond. We will also be exploring **patterns** and **spatial awareness**.



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