



Reception Curriculum Information Summer Term 2022

Year group teachers:	Miss Brown RB Mrs Simmons & Mrs Gage RSB Mrs Smith RS Welcoming Mrs Parker back (RSB)
Year group support staff:	Mrs Liffen Mrs Coleman Mrs Lingley Miss Bolton Mrs Luck Miss Fenn

Curriculum areas to be covered this term in:

Personal, social and emotional development (PSED)

Self-Regulation
Managing Self
Building Relationships

The children will be learning to:

- Play co-operatively, taking turns with others. They will be supported to take account of one another's ideas about how to organise their activity.
- Speak confidently in a familiar group and talk about their ideas.
- Say when they do or do not need help.
- Talk about how they and others show feelings. They can talk about their own and other's behaviour, and the consequences, and know that some behaviour is unacceptable.
- Work as part of a group, understanding and following the rules.

Overview:

This term we will focus on preparing for Year 1, encouraging the children to adjust their behaviour to different situations and take changes of routine in their stride. They will be encouraged to try new activities and select the resources they need for chosen tasks with increased independence.

We will continue to focus on being a good friend during philosophy sessions, with discussions often based around a story and the Fairfield Values. Children will be encouraged to show sensitivity to other's needs and feelings. They will have open-ended questions to discuss and will work with talk partners to share thoughts and ideas.

Communication and language – listening, understanding and speaking (CL) & Literacy (L) – Reading and writing

listening,
understanding and
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Literacy (L) –
Reading and
writing

Comprehension &
Word Reading

Writing



LA – Listening and
attention

U –
Understanding

Curriculum Links/Areas of Learning - Communication and Language:

The children will be learning to:

- Listen attentively in a range of situations.
- Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.
- Follow instructions involving several ideas or actions.
- Answer 'how' or 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively using past, present and future forms accurately.
- Talk about things they have observed, making comments and asking questions about the natural world. (linked to Understanding the World)

Curriculum Links/Areas of Learning - Communication and Language:

Overview:

Talk underpins all activities in the Early Years. Children regularly discuss their ideas, observations and are learning to develop their speech into complex sentences using the word 'because' (incorporating our Captain CC Learning Powers.)

Children are also developing their spoken ideas and vocabulary choices through imaginative play. Children also have small world play and role play areas to develop their use of talking in play.

Curriculum Links/Areas of Learning - Literacy:

The children will be learning to:

- Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words – 'Tricky Words'.
- They demonstrate understanding when talking with others about what they have read. (Reading)
- Use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words – 'Tricky Words'.

	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Some words will be spelt correctly and others are phonetically plausible. (Writing) <p>Literacy Overview: Children are continuing to use the 'Pen Pals' handwriting scheme to promote correct pencil grip, improve pencil control and teach correct letter formation. We will be revising our letter families to teach correct starting positions (<i>ladder, caterpillar, one-arm robot and zigzag monster</i> letter families- information is available in your phonic pack.) Children will be focusing on a range of traditional stories including Jack and the Beanstalk and Princess and the Pea. Children will use non-fiction books to research dinosaurs, insects and animal life cycles. Children will write using a range of genres including simple sentences, lists and life cycle diagrams. They will begin to use story maps to support both verbal storytelling and written work to sequence story events.</p>
<p>Mathematics (M)</p>  <p>Number</p> <p>Number & Numerical Patterns</p> <p>Shape, space and measure</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to:</p> <ul style="list-style-type: none"> Read, write and order numbers to 10 and beyond, saying which number is one more or one less than a given number. Count reliably with numbers from one to twenty and beyond. Using quantities and objects, children add and subtract beginning to count on or back to find the answer. Use everyday language to talk about size, weight, capacity, position, distance, time and money. Recognise, create and describe patterns and models, including symmetry. Explore characteristics of everyday objects and shapes, and use mathematical language to describe them. Explain their mathematical ideas and describe how they solved a problem – reasoning, doubling etc. Make representations of number – what can we use to make a quantity and how can we use drawings to show a number? (e.g. 5 could be 5 cubes, 5 Numicon tile etc.) <p>Overview: Children will focus on developing a deeper understanding of number, using practical equipment to represent numbers such as straws, counters and Numicon tiles. They will continue to explore place value learning about 'tens' and 'ones' (previously referred to as 'units'). Children will be using mathematics during imaginative and physical development play including money, timed challenges and positional language. The children will explore mathematical symbols for recording their work, including +, - and =. Children will use their 'Maths Learning Powers' with the super heroes 'Captain CC', 'Incredible IE' and 'Organising OC'. These characters encourage children to 'have a go' by applying their mathematical skills in different activities. There will be a focus on using correct number formation and accurate counting skills. We will be exploring symmetry and doubling through our study of insects, using ladybird and butterfly wings.</p>
<p>Expressive Arts and Design</p>  <p>Creating with materials</p> <p>Making Imaginative and Expressive</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to:</p> <ul style="list-style-type: none"> Sing songs, make music and dance, exploring ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. <p>Expressive Arts and Design Overview: Children will be encouraged to use the 'Creation station' to create and make models as well as planning their own projects. Children will focus on developing their paintbrush control and colour mixing. Children will be exploring printing techniques and collages, such as 'Jack and the Beanstalk' inspired artwork. Children will develop their observational drawing skills, including a study of insects and flowers. There will be small worlds and role-play areas with props to encourage imaginative play.</p> <p>Children will be exploring speed and volume through instrument explorations. There will be instruments available for exploration during free choice play. We will learning songs to support Litter Free routines and The Queen's Jubilee.</p>
<p>Unders tandin</p> 	<p>Curriculum Links/Areas of Learning: The science topics being introduced will include:</p>

<p>g the world (UTW)</p>  <p>Understandi ng the world (UTW)</p>  <p>Past and Present</p> <p>People, Cultures and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • Litter and the damage to oceans and wildlife in our community • Animal life cycles • Minibeasts • Food cycles and how plants grow. Children will be helping to plant vegetables in the school's growing boxes. • Seasonal changes – looking for signs of spring and summer. • Weather –focusing on the sea breeze and keeping ourselves safe in the sun. <p>The topics for this term include:</p> <ul style="list-style-type: none"> • Signs of Summer • The Queen's Jubilee • Exploring the decade 1980s, focusing on a toy museum • Dinosaurs (fossils, palaeontologists and volcanoes) • Healthy eating • Jack and the Beanstalk's Giant/Beanstalk – growing and measuring focus • 30 Days Wild (June) <p>The children will be learning:</p> <ul style="list-style-type: none"> • About food cycles, learning how we grow and harvest plants. • To show an interest in the lives of other people, recognising special times or events for families. • To make observations of animals and plants and explain why some things occur, and talk about changes. • To know about similarities and differences among families, communities and traditions • To know about similarities and differences in relation to places, objects, materials and living things. • They make observations of animals and plants and explain why some things occur, and talk about changes. • To interact with age appropriate software ~ Busy Things etc. <p>Overview:</p> <p>Children will work collaboratively to plant and maintain flower beds/hanging baskets (reused milk bottles) and growing boxes. Children will grow peas/beans plants in class and pumpkins/sunflowers at home. They will care for and monitor the growth of the various plants.</p> <p>Children will learn about animal habitats and life cycles. They will have the opportunity to study caterpillars and tadpoles growing into butterflies and frogs. Children will learn to identify minibeasts from different habitats.</p> <p>Children will continue to explore the scientific concepts introduced during last term's Science Week using free choice play ~ magnets, materials and robots.</p>
<p>Physical Development</p>  <p>Moving and Handling</p> <p>Gross and Fine Motor skills</p> <p>Health and Self-Care</p>	<p>Curriculum Links/Areas of Learning:</p> <p>The children will be learning to: (<i>Fine motor skills incorporated into Penpals</i>)</p> <ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing and scissors for cutting. • Children will be developing their muscle strength, supporting the handwriting programme, with a focus on climbing. They will use the climbing apparatus in the hall as well as the outside adventure playground. • Children will know the importance for good health of physical exercise and a healthy diet. • Talk about keeping healthy and safe. • Manage their own basic hygiene and personal needs, including dressing independently. <p>Physical Development Overview:</p> <p>Children will continue to use a range of construction equipment such as Lego, building blocks and cardboard boxes. Children will use a range of fine motor equipment, including cutting skills, threading and tweezers. They will continue to work on their own projects and collaborate with others on group projects.</p> <p>Children will explore different ways to move and apply this to the use of equipment in the shared outdoor space, adventure playground and during PE lessons. Children</p>

will explore dance inspired by stories and music from Africa. Children will prepare for sports day races and activities, including relay and sack races.
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Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g. take off and put on shoes and jumpers.
- Promote good manners and tidying up after themselves.



- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items of interest related to their own work.
- Encourage them to celebrate and share achievements using Tapestry and the Home School diary, e.g. certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.



- Encourage your child to read, write and practise the sounds and keywords highlighted on their keyring and in their diary. Use the letter cards and/or resources sent home with reading books (in the Phonic pack) to spell simple words. Practise counting and finding totals, for example how many knives and forks are on the table? Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflets sent home to support reading and maths at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g. altering your voice, pausing at punctuation, making predictions 'What do you think will happen?' The Bedtime Storybook Library Box is available in the bike-shed area.
- Practise reading and spelling the high frequency words and the 'tricky words' (sent home on Tricky Word Trucks.)
- Discuss number in everyday life – time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.



There are some great facilities for children developing their strength and co-ordination including the Martello Park on Manor Terrace and Allenby Park in town. Children enjoy the personal challenge of travelling along the balance beam and climbing over the A-Fame. These tasks are a great way to develop a positive mindset with perseverance and a sense of achievement.

Please continue to explore the following resources available to you at home:

- Busy Things
- Reading Buddy
- (There are some free resources available) Phonics Play
- Weekly links are available on the learning overviews (shared on Tapestry memos/website) including stories and songs.

Children have their Home Learning Pack with resources to support phonics, mathematics and Penpals (fine motor.)