

26<sup>th</sup> April 2017

## Reception Curriculum Summer Term

Dear Parents/Carers,

Welcome back to another very busy and exciting term in Reception. We hope you all had a relaxing and enjoyable break. We cannot believe that we are starting our final term with the children in Reception. It is amazing how the time has flown!

We will use this next term as a preparation for the children's transition from Reception into Year One. As well as carrying out activities during class time to ease the move, we also ask for your support in other areas. To encourage your child to become more independent, we ask that they **hang their own coat up each morning** and **put their own book bag away in their tray** (if they do not already do this), as they will be expected to do this in Year One. Over the next few weeks, more information will be sent home regarding your child's transition. We thank you in advance for your support in this.

As always, if there is an occasion when you wish to speak to your child's Key Person, you are more than welcome in the morning or at the end of the school day.

The weekly outline of activities can continue to be found on the large notice board, on the wall next to the Reception outdoor area entrance gate. The activities, of course, will continue to be differentiated according to your child's strengths and needs and will be largely based on a play-based, hands-on experience.

### Topics

Our focus for this half-term is '**How do things grow and change?**'

We are very excited in Reception because our 'real life' baby caterpillars have just arrived! We are going to look after them and in a few weeks we should see them spin their cocoons and then emerge as butterflies. We have also started learning about the parts of the plant and their uses. This week, we will all plant a bean and keep a record of its growth. In the next few weeks our mini-greenhouses will be full of seedlings, which will hopefully transform our plant pots outside in the summer.

Please see the outline below for all the themes within the topic '**How do things grow and change?**'

- Plants - Parts of a plant. How does a plant grow from a seed/bulb?
- Life cycle of a frog.
- Minibeasts.
- Life cycle of a butterfly.
- How do we grow and change?

Our topic next half-term (after the May half-term break) will be '**Under the Sea**'.

This will incorporate:

- Finding out about different creatures that live under the sea.
- Why do we need water?
- The water cycle.
- Pirates.

We are also hoping to arrange a visit to 'The Blue Planet Aquarium' to link in with our Under the Sea theme.

Through these topics all areas of the Early Years Curriculum will be covered. This includes both the prime and specific areas.

**Personal, Social and Emotional Development:** Making Relationships  
Self-Confidence and Self-Awareness  
Managing Feelings and Behaviour

**Physical Development:** Moving and Handling  
Health and Self-Care

**Communication and Language:** Listening and Attention  
Understanding  
Speaking

**Understanding the World:** People and Communities  
The World  
Technology

**Expressive Arts and Design:** Exploring and Using Media and Materials  
Being Imaginative

The majority of our Mathematic and Literacy focused activities will also be based around the current theme. However, we will be focusing on specific objectives in Mathematics and Literacy over the next term.

### **Mathematics: Numbers and Shape, Space and Measure**

- Confidently recognising (when shown at random) and writing numbers beyond 20, to 100; using knowledge of **place value** to position these numbers on a number track, number line, 100 square.
- Ordering 3 given numbers, starting with the smallest. For example, '13, 5, 29' → 5, 13, 29.
- Counting reliably more than 20 objects, recognising that when rearranged the number of objects **stays the same**; **estimate** a number of objects that can be checked by counting.
- Counting out an identified amount of objects (more than 20) from a larger group.
- Developing our mental recognition of **number bonds to 10**.
- Solve problems, including **doubling, halving** numbers/objects, for example, double 2 is 4, double 3 is 6, half of 10 is 5, half of 8 is 4.
- Solve practical problems that involve combining groups of 2, 5 or 10 objects (and being able to **count out loud in 2's, 5's, 10's**) or **sharing** objects into equal groups, simple division, for example,  $12 \div 2 = 6$ .
- Problem-solving using addition and subtraction; recognising that addition can be written in any order, for example,  $3+2=5$  and  $2+3=5$ .

- Knowing and using the different vocabulary used for addition and subtraction (add, plus, altogether, takeaway, minus, subtract, equals etc).
- Writing our own addition and subtraction number sentences.
- Using different methods to work out an addition or subtraction. For example, using objects, fingers, number line, **counting on or back in our head to find the answer**.
- Using language such as 'more or less', 'greater or smaller' to compare two numbers (up to 20).
- Being able to identify a number that is **one** more/**one** less, **two** more/**two** less, **three** more/**three** less, than a given number, and ten more/ten less.
- Identifying a number that is **between** two given numbers.
- Understanding different types of measures, using **measuring instruments** (e.g. balancing scales, ruler, metre stick or measure jug).
- Using simple language to talk about **size, weight, capacity, position, distance, time and money** to compare quantities and objects and to solve problems.
- Recapping **2D and 3D shapes**, confidently describing their **features**; for example, 'How many corners do they have?' 'How many sides?' 'Are the sides straight or curved?' 'How many faces?' 'What shape are the faces?'
- Understanding **symmetry**.
- Developing our understanding of **time** eg o'clock and half-past and then further extending our knowledge to quarter-past and quarter-to.
- Developing further our understanding of **money** e.g. giving change.
- Recognising, creating and describing **patterns**.

## **Literacy: Reading and Writing**

### **Phonics**

- Our main focus will be on **Non-Fiction** texts, knowing how to use the **contents page** to find the information we are looking for, to answer questions about where, who, why and how.
- The children will continue to attempt to write for various purposes such as lists, instructions, captions, labels, letters, stories etc.
- Acting out their own and well-known stories, using voices for characters.
- They will improve their reading and writing skills by:
  - confidently hearing and saying sounds in more complex words (5 letter words or more) in the order in which they occur.
  - continuing to make their reading more fluent by always trying to **sound out words in our head** and not out loud.
  - reading and **understanding** simple sentences.
  - **demonstrating understanding** when talking with others about what **they** have read.
  - **describing the main events** in the simple stories **they** have read.
  - using their phonic skills to write phonetically plausible attempts at more complex words, segmenting sounds in order to spell them correctly.
  - **composing** and writing simple sentences independently, **which can be read by themselves and others**. **They** remember to leave 'finger spaces' between words. Some words are spelt correctly and others are phonetically plausible.
  - adding **connectives** such as 'and', 'because', 'but', 'so' to make their sentences longer.
  - adding **describing words** to make their sentences more interesting.

- beginning to use simple punctuation independently such as **capital letters** and **full stops** independently.
- grouping written sentences together in chunks of meaning or subject.
- confidently recognising and writing the **high-frequency words** for Reception, including all the tricky words.
- ensuring all letters are always formed correctly and they **sit on the line**.
- confidently identifying all the **names** of the letters of the alphabet.
- confidently recognising and using the **alternative** ways to make the 2 letter sounds; for example, 'ai' can also be written 'ay', 'a-e'

Please continue to share your own story books as well as your child's school reading book. You might also want to discuss these themes at home with your child.

For example,

- looking at different insects and plants in and around your garden or at the park; finding out about pond life/ life cycles of frogs/butterflies; looking closely at the different parts of a plant/flower; visiting a garden centre; sharing photos of your child/yourself/grandparents as a baby. How have you changed? How have fashions changed? Can your child sequence different photos of themselves in chronological order? You might also want to look at old baby clothes and toys.
- helping your child research about the importance of water and find out facts about different creatures that live under the sea.

If you feel that you have any knowledge/expertise in the themes that we are covering in this next term we would very much welcome your involvement and contributions.

As always, please do not hesitate to see your child's Key Person if you have any questions about the curriculum or your child's progress.

Thank you for all your support at home; it really makes a difference.

Yours sincerely,

Miss Houghton.  
(Early Years Lead)

