



# Curriculum Information for Reception

## Spring Term 2017

Please find information below which details what your child will be learning in school this term. We hope you will find it helpful in supporting your child at home. If you have any queries, please do not hesitate to speak to your child's teacher.

Area of Learning	Children will be learning to:
<p><b>Personal, Social and Emotional Development</b></p> 	<p><b><u>Making relationships</u></b></p> <ul style="list-style-type: none"> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>• Initiate conversations and consider what their peers have to say.</li> <li>• Begin to take steps to resolve conflicts with other children e.g. find a compromise.</li> <li>• Play co-operatively and take turns with others</li> </ul> <p><b><u>Self-confidence and self-awareness</u></b></p> <ul style="list-style-type: none"> <li>• Talk positively about the things they are good at.</li> <li>• Speak confidently in larger groups about their own needs, wants, interests and opinions.</li> <li>• Have discussions about the plans they made to carry out an activity and what they might change if they were to repeat them.</li> </ul> <p><b><u>Managing feelings and behavior</u></b></p> <ul style="list-style-type: none"> <li>• Follow a set of class rules and know that these must not be broken.</li> <li>• Talk about their feelings, and know that some actions and words can hurt others' feelings.</li> <li>• Be aware of boundaries set and of the expectations in the setting.</li> <li>• Talk about how they show their feelings, talk about their own and others' behaviour, the consequences, and know that some behavior is unacceptable.</li> </ul>
<p><b>Communication and Language</b></p> 	<p><b><u>Listening and attention</u></b></p> <ul style="list-style-type: none"> <li>• Sustain their concentration and attention for longer periods of time.</li> <li>• Join in with familiar parts of the story and anticipate what might happen next.</li> <li>• Listen to instructions and follow them accurately, asking for clarification if necessary.</li> </ul> <p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Use 'who', 'what', 'where' in simple sentences.</li> <li>• Show understanding of prepositions such as under, on top, behind by carrying out and action or selecting correct picture. Respond to simple instructions and more complex instructions, e.g. to get or put away an object and come to sit on the carpet.</li> <li>• Understand humour, e.g. nonsense rhymes, jokes.</li> <li>• Listen to their peers ideas when in conversation.</li> <li>• Begin to answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of tenses.</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Link statements and stick to a main theme or intention.</li> </ul>
<p><b>Physical Development</b></p> 	<p><b><u>Moving and handling</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with different ways of moving.</li> <li>• Negotiate space successfully when playing racing and chasing games with other children.</li> <li>• Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Begin to form recognisable letters.</li> <li>• Move confidently in a range of ways, safely negotiating space.</li> <li>• Handle equipment and tools effectively, including pencils for writing.</li> </ul> <p><b><u>Health and self-care</u></b></p> <ul style="list-style-type: none"> <li>• Dress/undress themselves independently e.g. putting on coat, getting in to PE kit.</li> <li>• Understand how to transport and store equipment safely.</li> <li>• Know the importance for physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>
<p><b>Mathematics</b></p> 	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Understand concepts of more than and less than a given number.</li> <li>• Use the language for adding and subtracting.</li> <li>• Write numerals 0 - 20.</li> <li>• Compare two groups of objects, saying when they have the same number.</li> </ul> <p><b><u>Shape, space and measures</u></b></p> <ul style="list-style-type: none"> <li>• Understand the language associated with length, height and weight and order two or three items by their length/height/weight.</li> <li>• Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.</li> <li>• Use everyday language related to money and time.</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>

<p><b>Literacy</b></p> 	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Enjoy an increasing range of books.</li> <li>• Recognise some high frequency words by sight.</li> <li>• Describe main story settings, events and principal characters.</li> <li>• Segment the sounds in simple words and blend them together.</li> <li>• Read and understand simple words and sentences.</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Ascribe meaning to marks that they see in different places.</li> <li>• Hear and say the initial sound in words to help with spelling.</li> <li>• Segment the sounds in simple words and blend them together and know which letters represent some of them.</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Attempt to write short sentences in a meaningful context.</li> </ul>
<p><b>Understanding the World</b></p> 	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experience.</li> <li>• Recognise what makes them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Show an interest in different occupations and ways of life.</li> <li>• Know that other children don't always enjoy the same things, and be sensitive to this.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Develop an understanding of growth, decay and changes over time.</li> <li>• Look at the similarities and differences of change closely.</li> <li>• Know that the environment and living things are influenced by human activity.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Operate simple equipment, e.g. turning on CD player and using a remote control.</li> <li>• Complete a simple program on a computer.</li> <li>• Use ICT hardware to interact with age-appropriate computer software.</li> </ul>
<p><b>Expressive Arts and Design</b></p> 	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Use various construction materials and join construction pieces together to build and balance.</li> <li>• Explore the different sounds of instruments.</li> <li>• Understand that different media can be combined to create new effects.</li> <li>• Sing songs, make music and dance, and experiment with ways of changing them.</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>• Capture experiences and responses using a range of techniques including painting, modeling and drawing.</li> <li>• Introduce a storyline or narrative into their play.</li> <li>• Create movement in response to music and use movement to express feelings.</li> <li>• Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>

**Things you can do to help at home**

- Continue to talk with your child each day about the things they have done in school.
- Practice writing your child's name, using only a capital letter at the start.
- Share books with your child, read to him/her and encourage him/her to join in.
- Involve your child in simple cooking activities – allow them to weigh out the ingredients, mix the ingredients together etc.
- Encourage your child to use technology around the home e.g. iPads, computers, mobile phones, cameras, remote controls.
- Practice number formation to 20.
- Practice writing addition and subtraction number sums e.g.  $1 + 4 = 5$  or  $8 - 4 = 4$  etc.
- Read funny stories together and say what was funny about them.
- Practice reading and writing the high frequency words that your child brings home.
- Sound out simple words like cat, dog, rat, pot, etc and encourage your child to tell you the words they hear.
- Encourage your child to write simple sentences.
- Practicing the daily phonics sounds learnt particularly where 2 letters make one sound e.g. 'oi'.
- Use the following vocabulary in day to day conversations to support your child's understanding – *more, less, money, pence, coin, count, add, altogether, subtract, long, short, strong, brave, help, healthy, exercise, grow, plant, change, tall*