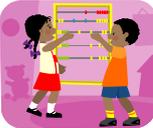




Curriculum Information for Reception

Summer 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>Personal, Social and Emotional Development</p> 	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> • Play co-operatively and take turns with others. • Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> • Talk positively about the things they are good at. • Speak confidently in larger groups about their own needs, wants, interests and opinions. • Be confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. • Have discussions about the plans they made to carry out an activity and what they might change if they were to repeat them. <p><u>Managing feelings and behavior</u></p> <ul style="list-style-type: none"> • Talk about how they show their feelings, talking about their own and others' behaviour, the consequences and know that some behavior is unacceptable. • Work as part of a group or class and understand and follow the rules. • Adjust their behaviour to different situations.
<p>Communication and Language</p> 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • Sustain their concentration and attention for longer periods of time. • Listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. • Listen attentively in a range of situations. • Give their attention to what others say and respond appropriately while engaged in another activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • Understand humour, e.g. nonsense rhymes, jokes. • Listen to their peers ideas when in conversation. • Begin to answer 'how' and 'why' questions about their experiences and in response to stories or events. • Follow more complex instructions. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Express themselves effectively, showing awareness of listeners' needs. • Develop their own narratives and explanations by connecting ideas or events.
<p>Physical Development</p> 	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> • Handle tools, objects, construction and malleable materials safely and with increasing control. • Begin to form recognisable letters. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing. <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> • Dress/undress themselves independently e.g. putting on coat, getting in to PE kit. • Understand how to transport and store equipment safely. • Practise some appropriate safety measures without direct supervision. • Know the importance of physical exercise, a healthy diet, and talk about ways to keep healthy and safe.
<p>Mathematics</p> 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Write numerals 0 - 20. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimate how many objects they can see and check by counting. • Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Use quantities and objects, learn to add and subtract two single-digit numbers and count on or back to find the answer. • Solve problems, including doubling, halving and sharing. <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. • Recognise, create and describe patterns.

<p>Literacy</p> 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. They should also be able to read some common irregular words. • Demonstrate understanding when talking with others about what they have read. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Use their phonic knowledge to write words in ways which match their spoken sounds. • Write simple sentences which can be read by themselves and others. • Spell some words correctly and others that are phonetically plausible.
<p>Understanding the World</p> 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy the same things and are sensitive to this. • Know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>The World</u></p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of their own immediate environment and how environments might vary from one another. • Make observations of animals and plants and explain why some things occur and talk about changes. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Complete a simple program on a computer. • Use ICT hardware to interact with age-appropriate computer software. • Recognise that a range of technology is used in places such as homes and schools. • Select and use technology for particular purposes.
<p>Expressive Arts and Design</p> 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them. • Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Things you can do to help at home

- **Listen to your child reading their levelled books regularly.**
- **Practise reading and writing the high frequency words that your child brings home.**
- Continue practising handwriting with your child, forming letters correctly. **See attached sheet.**
- Share library 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 – **please share photos of this happening via email with your child's class teacher.**
- Practise number formation to 20.
- Practise 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.
- Encourage your child to use their phonic knowledge to write more complex words such as shark, butter, truck etc
- Encourage your child to write simple sentences using their phonic and high frequency word knowledge.
- Use the following vocabulary in day to day conversations to support your child's understanding – *add, subtract, more, less, altogether, cube, cuboid, pyramid, cylinder, sphere, grow, plant, tall, chick, change, hatch, baby*