



Reception Curriculum Summary – Summer Term

LITERACY

1. Speaking and Listening

The children will further develop their use and understanding of language. They will continue to recreate roles and experiences and use talk to organise, sequence and clarify ideas, feelings and events; speaking in full sentences, with clarity and confidence. In particular we will focus on sustained, attentive listening and responding to what is heard by making relevant comments, asking questions or repeating back what others have said. The children will take part in activities such as role-play, sharing news, contributing to our topic discussions and listening to stories.

2. Phonics and Writing

This term we will be revising all the letters and sounds in our sound books with a particular emphasis on the digraphs and trigraphs. We will also continue to reinforce recognition of tricky words and build up knowledge of the spelling of commonly used words, as well as attempting to spell words using knowledge of phonics. We will be working on beginning sentences and names using a capital letter and putting a full stop at the end of a sentence. We will also encourage the children to include finger spaces between words and use the Tower House cursive script. The children will be labelling pictures/models, writing lists, diaries, and telling/writing stories and writing about their news, experiences and interests.

3. Reading and comprehension

The children will continue to respond to a wide variety of stories, rhymes, poems and non-fiction texts. We will continue to collect in Reading Records and Reading books on a MONDAY. Reading books and/or word lists will be sent home each TUESDAY.

This term we will be reinforcing the tricky words (those that cannot be sounded out using common phonics rules) and high frequency words (those such as 'Mum', 'and', 'Dad', that feature frequently in texts) for Reception and would ask you to please keep practising recognising these at home. It is also important that the children regularly revise recognition of individual letters and, in particular, the digraphs.

We have really appreciated your comments in the home/school reading diary about your children's successes / attitude / difficulties / strategies when reading. Please continue keeping us informed about learning at home.

4. Handwriting

The children will be encouraged to hold a pencil effectively to draw pictures and form recognisable letters. They will be practising correct letter and number formation. Please help your child to practice using the Tower House script. The children will participate in regular handwriting sessions within our 'Whiteboard Club' slot, which focuses on pencil control when drawing and writing.

NUMERACY

1. Number

The children will consolidate counting to 20 and beyond, starting from any number. We will continue our emphasis on the numbers from 10 to 20, understanding the place value of the teen numbers, e.g. 13 is made up of $10 + 3$. This will feed into recognising and writing numbers to 20 correctly and beyond. The children will be counting in 1s, 2s, 5s and 10s both forwards and backwards. They will be doing activities that involve ordering and comparing numbers. The children will be given the opportunity to become more familiar with a 100 square and its layout. We will be using tallying when collecting data and constructing simple graphs relating to our topics. The children will use counting to analyse the data, e.g. How many people's favourite fruit is strawberries?

The children will continue to use the vocabulary of addition and subtraction e.g. altogether, one more, two more, one less, take away, count on, count back, etc. We will be encouraging the children to count on or back to help them work out answers mentally. They will play games, board games, and use practical apparatus and toys to combine sets and count all the objects, take away and find out how many are left. We will be investigating ways of recording our answers. We will be solving everyday problems using addition and subtraction. We will also be exploring sharing, doubling and halving.

2. Shape, space and reasoning

The children will continue to recognise and name three-dimensional and two-dimensional shapes and identify them within the environment. They will make repeated patterns with shapes and other objects and develop their ability to follow pictorial and written instructions. We will be investigating simple symmetry and, linked to mapping, we will be using a variety of positional and directional language.

Measures and money

We will explore the concepts of weight/mass, height, length and capacity and the children will continue to use language such as more and less, longer, shorter, heavier, lighter etc., particularly in the context of construction and when playing in the sand and with the water. We will measure a variety of objects using a range of non-standard units. We will continue to use money in the context of playing shop. The children will be sequencing familiar events, the days of the week and learning to recognise o'clock time.

UNDERSTANDING OF THE WORLD

1. The World

We will be learning about the difference between living and non-living matter, finding out about a range of animals and plants and their life cycles. The children will learn about the importance of caring for living things and the environment. They will be developing their skills of observation and description in talking about similarities and differences. Through exploration in the outdoor classroom, the children will learn about forces, sound and properties of materials, as well as developing their skills of prediction, observation and problem solving. We will continue to look at maps and find our way around school, the local environment, as well as talking about places we have visited.

2. People, Communities and Cultures

The children will be encouraged to describe their likes and dislikes about places and note similarities and differences between different people and communities. We will discuss and celebrate different festivals and traditions and begin to talk about change and growing up, in relation to the move to Year 1.

3. Technology

The children will continue to use the computer, interactive whiteboard and CD player in the classroom. We will be concentrating on treating the equipment with respect and with increasing control and speed, particularly when using a mouse. The children will be using a range of programs and the Internet to support their learning. We will learn about how technology is used in our everyday lives and expose the children to how these are operated.

PSED

This term we will continue to encourage the children to be independent and to take responsibility for their possessions and actions. We will continue to praise those children using good manners and showing developing skills using a knife, fork and spoon for eating and cutting food independently. We will continue to engender an ethos of caring and sharing, being polite and respect for others ideas and cultures. We will also be preparing the children for entry into Year 1.

In addition, alongside the whole school, we will continue to use the 'JIGSAW program – a mindful approach to PSHE'

EXPRESSIVE ARTS and DESIGN

1. Art

The children will be working with a range of media. We will be encouraging them to look closely at a range of artefacts/living things and they will be making close observational drawings and paintings. They will also be exploring texture in the environment and doing printing. We will look at the work of artists and discuss our responses to them. The children will continue to develop their skills of cutting, gluing and sticking, as well as practising assembling and joining skills when making models.

2. Music

The children will continue with their weekly music and singing sessions taught by subject specific teachers. In class we will continue to learn new songs and will also be listening to a wide variety of music and making personal responses, through talk and expressions, such as dance.

PHYSICAL DEVELOPMENT

Please ensure that all your child's sports clothes are named. Children will continue with their weekly PE, swimming and games sessions taught by subject specific teachers. Their learning in games and PE will involve travelling and balancing, sending and receiving ball skills and group co-operation skills, gearing up to Sports Day. In the outside classroom, the children will have access to a range of physical equipment and we are encouraging them to make up their own games, exploring a range of this equipment. We will discuss care of the body e.g. healthy eating, exercise and growth, and develop the children's independence when dressing and undressing.

HOW CAN YOU HELP AT HOME?

- Encourage your child to regularly practise their letter formation; ensure they are using the tripod grip and always provide your child with a line. The children have learnt up to 'e' in the letter formation packs thus far.
- Play 'I Spy' games, recognise letters and words in books and the environment. Practise reading the taught tricky words by sight and spotting them in the environment
- Regularly talk about the sounds in words, including counting sounds and saying which sounds comes first/last/in the middle etc.
- Play word building games.
- Practise spelling some common tricky words such as the, go, was.
- Practise recognising numbers to 20 and beyond and reinforce the place value. Apply addition, subtraction, doubling, halving and sharing in real life contexts, e.g. when sharing out food, playing games etc. Continue to send in WOW! Cards, the children and the grownups love hearing about your child's successes outside of school.