

Reception Curriculum Overview

Summer term 2019

Classes RD, RHF, RM



The summer term is upon us, how fast the time has gone! The children have made fantastic progress over the last two terms. We are sure this will continue as they begin their journey towards year 1.

Transition to year 1

The reception timetable will remain the same for first half of the summer term. The children will continue to have whole class topic, phonics, maths and story/singing sessions, with small group adult led and free-flow activities in between these times.

During the second half of the summer term we will be preparing the children for the transition to year 1. The children will be spending more time in their base classrooms and they will be expected to participate in teacher directed activities, as a whole class, for short periods of time. The children will still have the opportunity to choose their own activities during free-flow time and they will have access to the outdoor classroom, but these times will gradually be reduced.

PE lessons

After half term, we will be starting PE lessons in preparation for Sports Day. The children will also find out which house team they are in. A separate letter will be sent out to inform you about PE kits and house teams later on in the term. If your child cannot dress and undress themselves independently, please teach your child how to do this in preparation for PE lessons. Children can become very upset if they are often the last child to get changed.

Home Learning

We will continue to send out home learning activities each week. It is important for you to take some time to help your child with these activities. We have found the children who have completed their home learning on a regular basis are developing an excellent understanding of the topics and skills taught in class. Please do write a comment about your child's learning in the folder, this information is very helpful for your child's class teacher.

It has been lovely to see Tapestry observations and examples of work your children have been creating at home. Thank you to those parents who have made the effort.

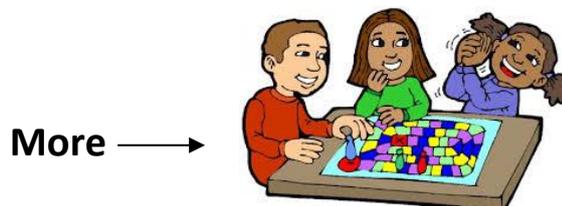
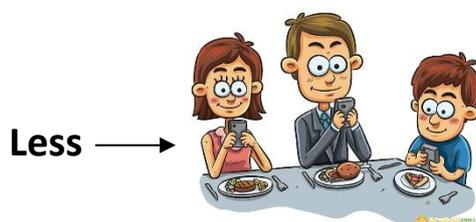
Next Steps in your child's learning

As explained during the parent consultations in February, the children are working towards the Early Learning Goals. These are the learning expectations for the end of the reception year which help prepare the children for the curriculum in year 1.

This term, rather than having a focus week for your child, we will send out a letter in May informing you of your child's next steps in their learning. These will be the targets to enable your child to reach the Early Learning Goals.

Please bear in mind that some children will not reach all 17 Early Learning Goals due to a number of factors, such as having additional needs in certain areas of learning, or having a large number of absences. However, we still endeavour to support you and your child to ensure they make excellent progress in their learning. If you have any questions about your child's progress, please do speak to your child's key worker.

As always, please remember, less TV/tablet/smartphone time and more talking time!



Skills we will be focusing on learning indoors and outdoors

Communication and Language



- Listening to stories, accurately anticipating key events
- Responding to what they hear with relevant comments, questions or actions
- Following instructions involving several ideas or actions
- Answering 'how' and 'why' questions about their experiences and in response to stories or events. Using past, present and future forms accurately when talking about events that have happened or are to happen in the future

Personal, Social and Emotional Development

- Trying new activities, saying why they like some activities more than others
- Taking account of one another's ideas about how to organise their activity
- Talking about their ideas in a familiar group
- Talking about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable



Physical Development

Gross motor skills:

- Developing good control and co-ordination in PE lessons. i.e. ball skills, dance, gymnastics, games

Fine motor skills:

- Using tools and equipment effectively and safely, including woodwork tools, finger gym activities, scissors, tweezers
- Forming letters correctly using an effective pencil grip

Health & Self-care:

- Knowing the importance for good health of physical exercise, and a healthy diet, and talking about ways to keep healthy and safe
 - Managing their own basic hygiene and personal needs independently, including dressing and undressing independently



Literacy

Reading

- Using phonic knowledge to read phonetically correct words and tricky words
- Reading and understanding simple sentences
- Knowing that information can be retrieved from books and computers



Writing

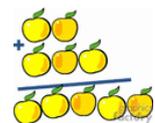
- Using phonic knowledge to write words in ways which match their spoken sounds
- Writing simple sentences which can be read by themselves and others



Maths

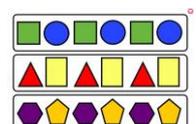
Numbers

- Recognising, counting and ordering numbers 0-20
- Knowing one more and one fewer than a given number
- Practical addition by counting on/subtraction by counting back using objects
- Doubling, halving and sharing using objects



Shapes, Spaces and Measures

- Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- Recognising, creating and describing patterns
- Exploring characteristics of everyday objects and shapes and use mathematical language to describe them



The World

People and Communities

- Knowing that other children don't always enjoy the same things, and being sensitive to this.
- Knowing and respecting similarities and differences between themselves and others, and among families, communities and traditions.



The World

- Talking about the features of their own immediate environment and how environments might vary from one another
- Making observations of animals and plants and explain why some things occur, and talk about changes

Technology

- Recognising that a range of technology is used in places such as homes and schools
- Selecting and using technology for particular purposes

Expressive Arts and Design



- Singing songs, making music and dancing and experimenting with ways of changing them
- Exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories



Characteristics of Learning

- Being confident in finding tools, materials and resources they need for a particular project or idea
- Talking about / reviewing what they've done if things haven't worked first time
- Developing 'intrinsic motivation': achieving things for themselves as opposed to adult praise
- Concentrating on activities for longer periods of time without being easily distracted
- Persisting with an activity, even if they find it difficult



Other Information

- Please make sure you read the parents notices situated by your child's class entrance door.
- Please take time to look at your child's online **Tapestry** Journal and send a reply if possible. If you cannot access your account, please tell a member of staff as soon as possible.
- Please check your child's book bag **everyday** for important letters and new reading/library books.
- Please regularly check the school website for information such as school newsletters, events etc. <https://www.colindale.barnet.sch.uk>

If you have any queries, please do not hesitate to speak to us.

We are looking forward to having another productive and enjoyable term with you and your child.

**Miss Brain, Miss Dark, Miss Dirwai, Mrs Dziwiesz, Mrs Fumagalli,
Mrs Hurn, Mrs McDonough, Miss Sultan, Miss Toma & Miss Whiter**

The Reception Team