

# Reception Curriculum Overview

Summer term 2022

Classes RFW, RT, RW



The summer term is upon us! The children have made excellent progress in their learning. A big thank you to all the parents for their support last term. We are sure this excellent progress 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 daily access to the outdoor classroom.

## PE lessons

We will be starting PE lessons after the May half term. A separate letter will be sent out to inform you about PE kits. 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.

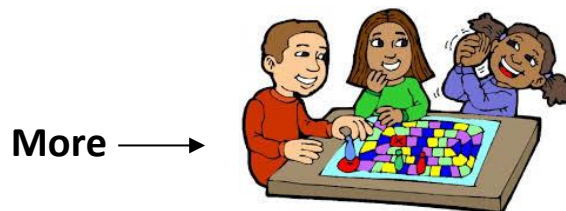
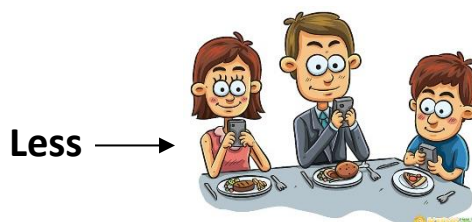
It has been lovely to see Tapestry observations and examples of work your children have been creating at home. Thank you to those parents who have made the effort.

## Next Steps in your child's learning

As explained when your child started Reception, we will be assessing your child against the Early Learning Goals (ELGs) in June. These are the learning expectations for the end of the Reception year which help prepare the children for the curriculum in year 1.

Please bear in mind that some children will not reach all 17 Early Learning Goals due to a number of factors. Please do not worry if your child has not reached all the ELGs; the Year 1 teachers will be well prepared for this and will ensure children make excellent progress from whatever starting point they are at on entry to Year 1.

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



# Skills and learning we will be focusing on indoors and outdoors

## 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.



## Communication and Language



- Using talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
- Retelling a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Using new vocabulary in different contexts.
- Learning rhymes, poems and songs.
- Listening to and talking about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

## Personal, Social and Emotional Development

- Being confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explaining the reasons for rules, know right from wrong and try to behave accordingly.
- Making healthy food choices and dressing/undressing by themselves for PE.
- Show sensitivity to their own and to others' needs.



## Physical Development

### **Gross motor skills:**

- Confidently and skilfully use a range of large and small apparatus indoors and outside.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in PE lessons. i.e. ball skills, dance, gymnastics, games



### **Fine motor skills:**

- Use a range of small tools with increasing control, including scissors and cutlery.
- Showing more accuracy and care when drawing.
- Forming letters correctly using an effective pencil grip.



## Literacy

### **Reading**

- Reading simple phrases and sentences made up of words with known letter-sound correspondences and reading some tricky words.
- Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Being able to talk about what they have read and what has been read to them.



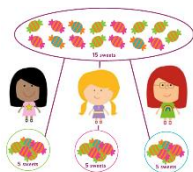
### **Writing**

- Spelling words by identifying the sounds and then writing the sound with letter/s.
- Writing simple phrases and sentences that can be read by others.



## Maths

- Subitising (recognise quantities without counting) up to 5.
- Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Adding and subtracting using manipulatives and counting on and back from a number.



- Exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Exploring characteristics of everyday objects and shapes and use mathematical language to describe them.

## Understanding of the World

- Finding out about some similarities and differences between things in the past and now.
- Comparing and contrasting characters from stories, including figures from the past.
- Recognising some similarities and differences between life in this country and life in other countries.
- Knowing some similarities and differences between different religious and cultural communities in this country.
- Exploring the natural world around them, making observations of animals, plants, seasons and the changing states of matter.



## Expressive Arts and Design



- Singing songs, making music and dancing and experimenting with ways of changing them. Performing to an audience.
- 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



## Other Information

- Please make sure you read the parents notices and weekly key words situated by your child's class entrance door.
- Please take time to look at your child's online **Tapestry** Journal and send a response 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 **every day** for important letters and new reading/library books.
- Please regularly check Weduc and the school website for information such as school letters, 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 a productive and enjoyable term with you and your child.**

**The Reception Team**