




Reception Curriculum Newsletter



Summer Term 1 2017



Here is our curriculum newsletter outlining the learning that is going to take place. Below you will find the theme for the week and the planned learning objectives that we will be covering. We have also included a brief example of the activities that we will be doing relating to the learning objective. Although we have planned many activities for the children we must also remember that during their own child initiated learning time the children will also achieve many unplanned learning objectives.

<p>Week Beginning 18th April</p> <p><u>WK1</u> Tadpoles</p> 	<p>CL - Communication and Language *To listen and respond to others in conversation and discussion. The children will be talking to their classmates about their favourite day during the Easter holidays.</p> <p>PSE - Personal, Social and Emotional Development *To be confident to speak to others about needs, wants and opinions. The children will be encouraged to talk about the things they did over the Easter holidays.</p> <p>PD - Physical Development *To experiment with different ways of moving and to jump off and land appropriately. The children will discuss how frogs move. In the school hall, the children will act out a 'froggie adventure' using PE mats as lily pads and benches as logs.</p> <p>L - Literacy *Read, Write, Inc - The children will continue to work in ability groups daily. *To begin to break the flow of speech into words and to attempt to write in short meaningful sentences. The children will be completing a writing assessment task about their favourite day in the Easter holidays. * To continue a rhyming string in reading and writing. The children will be using a range of rhyming toys to help them with their rhyming. They will match the rhyme, write and say the rhyming sentences. The children will also be playing rhyming games.</p> <p>M - Mathematics * To begin to identify own mathematical problems based on own interest and fascinations *To record using marks that they can interpret and explain *To know number bonds to 10 and then 20 Linked to the Tadpole theme the children will solve problems with tadpoles e.g. How many different ways can the tadpoles be divided into two tanks?</p> <p>UW - Understanding the World * To look closely at similarities, differences, patterns and changes. The children will be observing the differences that are occurring as the tadpoles develop into frogs. *To complete a simple program on the computer. The children will be using the Tux Paint program to create a life cycle of a frog.</p> <p>EAD - Expressive Arts and Design *To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. This links into the children's Physical Development objective. *To manipulate materials to achieve a planned effect and to choose a particular colour for a purpose. Linked to the Tadpole theme, the children will work in different areas of the classroom to complete their own life cycle of a frog.</p>
<p>Week</p>	<p>CL - Communication and Language</p>

<p>Beginning 24th April</p> <p>WK 2 Mini-beasts</p> 	<p>*To use talk to organise, sequence and clarify thinking, ideas, feelings and events. This will link to our Expressive Arts and Design lessons.</p> <p>PSE - Personal, Social and Emotional Development</p> <p>*To be confident to speak to others about own needs, wants, interests and opinions. This will link to our Expressive Arts and Design lessons.</p> <p>PD - Physical Development</p> <p>*To use simple tools to effect changes to materials. The children will be making mini-beasts out of clay.</p> <p>L - Literacy</p> <p>*Read, Write, Inc - The children will continue to work in ability groups daily.</p> <p>*To write information facts on Mini beasts. The children will be making 'What am I books and sharing them with their classmates.</p> <p>M - Mathematics</p> <p>*To show an awareness of symmetry and to use familiar objects and common shapes to create and re-create patterns and build models. The children will be using these objectives when carrying out work on mini-beasts.</p> <p>*To find the total number of items in two groups by counting them and to record using marks and numbers they can interpret and explain. The children will take two pictures of mini-beasts and count the number of legs, spots or wings on each. They will record these in their own way and work out the total amount.</p> <p>UW - Understanding the World</p> <p>* To look closely at similarities, patterns and change. The children will be looking at books, pictures and on the internet to help them create a lifelike mini-beast out of clay.</p> <p>EAD -Expressive Arts and Design</p> <p>*To construct with a purpose in mind and to select tools and techniques needed to shape, assemble and join materials they are using. The children will be using clay to make mini-beasts and they will learn how to stick clay to clay using water.</p> <p>*To build up a repertoire of songs and dances and to initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. The children will be learning new mini-beasts songs and initiating new movements to go with these songs.</p>
<p>Week Beginning 1st May</p> <p>WK 3 & 4 Caterpillars (The Very Hungry Caterpillar)</p> 	<p>CL - Communication and Language</p> <p>*To link statements and stick to a main theme or intention. The children will be retelling the story of The Very Hungry Caterpillar.</p> <p>PSE - Personal, Social and Emotional Development</p> <p>*To initiate conversations and take account of what others say. This links to Physical Development and Expressive Arts and Design.</p> <p>PD - Physical Development</p> <p>* To eat a healthy range of foodstuff and understand the need for variety in food. The children will be discussing the importance of a healthy diet and will taste a selection of fruit linked to the story.</p> <p>*To travel with confidence and skill, under, over and around balancing equipment. The children will be acting out in small groups the story of The Very Hungry Caterpillar.</p> <p>*To experiment with finger painting. The children will be using their fingers to paint pictures from the story.</p> <p>L - Literacy</p> <p>*Read, Write, Inc - The children will continue to work in ability groups daily.</p> <p>*To write in short meaningful sentences - The children will have a go at writing their own Hungry Caterpillar story.</p> <p>M - Mathematics</p> <p>* To order and sequence familiar events. The children will make their own sequencing book of The Very Hungry Caterpillar - showing the days of the week and the food he ate on that particular day.</p> <p>*To begin to identify own mathematical problems based on own interests and fascinations</p> <p>*In practical activities and discussions, begin to use the vocabulary involved in subtraction</p>

	<p>*To record using marks they can interpret and explain. The children will be carrying out word problems linked to The Hungry Caterpillar story.</p> <p>*To double a number or an amount to 10. Linked to the story the children will be asked to double the fruits the caterpillar ate on a particular day.</p> <p>UW - Understanding the World</p> <p>*To complete a simple program on the computer. The children be using the 'Tux Paint' program to draw their favourite day from the story.</p> <p>EAD - Expressive Arts and Design</p> <p>*To initiate combinations of movement and gestures in order to express and respond to feelings, ideas and experiences and to play cooperatively as part of a group to act out a narrative as part of a group. The children will be acting out in small groups the story of The Very Hungry Caterpillar.</p> <p>*To explore the different sounds of instruments and to build up a repertoire of songs. The children will be learning some songs and chants linked to the story. They will be adding the sounds of instruments to their songs.</p>
<p>Week Beginning 15th May</p> <p>WK 5 Spiders</p> 	<p>CL - Communication and Language</p> <p>*To maintain attention, concentrate and sit quietly during an appropriate activity. The children will be expected to sit quietly and listen whilst their peers tell the class about their knowledge of spiders.</p> <p>PSE - Personal, Social and Emotional Development</p> <p>*To explain own knowledge and understanding and ask appropriate questions of others. The children will be sharing their own knowledge of spiders.</p> <p>PD - Physical Development</p> <p>* To use simple tools to effect changes to materials. This links to our work in Expressive Arts and Design.</p> <p>L - Literacy</p> <p>*Read, Write, Inc - The children will continue to work in ability groups daily.</p> <p>*To write in short meaningful sentences. The children will be encouraged to write information sentences on spider.</p> <p>M - Mathematics</p> <p>* To halve an amount. The children will be using spiders to help them with their halving work.</p> <p>* To share an amount between different people. The children will be sharing different amounts between 2, 3, 4 and 5 children.</p> <p>UW - Understanding the World</p> <p>*To look closely at similarities, differences, patterns and changes. The children will be looking at a range of pictures of spiders (in books and on the internet) They will be asked to talk about spiders focussing on the above learning objective.</p> <p>EAD- Expressive Arts and Design</p> <p>*To understand that different media can be combined to create different effects. The children will be using wax crayons and wax resistant paint to create spiders in webs.</p> <p>*To construct with a purpose in mind using a variety of resources, to select tools and techniques competently and appropriately and to choose a particular colour for a purpose. The children will be making spiders in the construction, modelling and painting areas.</p> <p>*To initiate combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. The children will be traveling around the hall as spiders. They will be asked to climb up and down off small apparatus.</p>
<p>Week Beginning 22rd May</p> <p>WK 6</p>	<p style="text-align: center;">Excellence and Enjoyment Week</p>  <p>During this week, throughout the school all classes participate in a range of extra-curricular activities aimed at providing new and exciting experiences for the children.</p>

Please note:

- PE kits should be in school at all times. They will be sent home at half term for washing and to check sizing. This term we will be venturing outside regularly so please check that your child's plimsolls' still fit
- All children will need a waterproof coat with hood and a pair of wellies in school at all times so they can access our outdoor area in all seasons
- Your child's reading book will be changed once a week on a designated day: **Monday - Ants, Tuesday - Bees, Wednesday -Caterpillars, Thursday - Dragonflies** once it has been shared at home and a note has been written in their Reading Record Book.

Regards, Early Years Foundation Stage Team