

Reception Curriculum Overview for Parents

Summer Term 1 - 2024

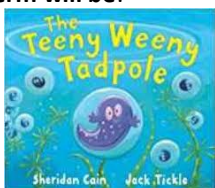
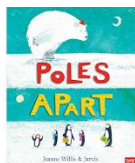
Literacy

Daily Supported Reading – for 20 minutes each day.

Core book Texts:

We will be exploring a core book over a 2–3-week period where we will think about making predictions, summarising and sequencing the story, learning new vocabulary and making links to our writing.

Core books this term will be:



Poles Apart – linking to Understanding the World, referencing maps and art with creating polar animals.

Teeny Weeny Tadpole – linking to Understanding the World looking at the life cycles of tadpoles and butterflies.

Throughout core book time we will also make links to other fiction and non-fiction texts that relate to topics covered in the stories.

Handwriting – (using the Little Wandle formation patterns and starting to look at the Pen Pals Scheme)

A focus on lower case letter formation and letter families in phonic sessions and any writing activities. Number formation in maths sessions.

- Continue to work on letter formation for lower case letters.

Phonics – Little Wandle Scheme

Each daily 20 min session for this term will be focusing on the application of the phase 2/3 sounds and tricky words previously taught (initial sounds and digraphs / trigraphs).

We will focus on how to read simple sentences, looking for tricky words that cannot be sounded out such as 'was', 'they', 'are' and how to decode other words through sound blending, particularly looking for digraphs and trigraphs. E.g. l/a/dd/er = 'ladder'.

(Please follow links to [Little Wandle](#) parents page to access pronunciation and formation guide for each letter.)

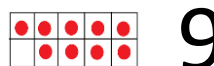
The following YouTube page also shows Little Wandle phonics sessions - [Spring Term Reception lessons - YouTube](#)

Mathematics

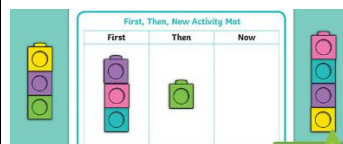
Counting and ordering numbers to 20.

Counting on from a given number e.g. "11...12,13,14..." etc

Matching pictures of amounts to numerals e.g.



Simple addition and taking away through first, then and now stories e.g.



First there were three, then we add 1, now we have4!

$$3 + 1 = 4$$

Please follow this link to [White Rose Maths](#) parents page for more ideas of how to support your child.

You can also download the White Rose app for your child to be able to play games through, which will support their mental arithmetic:

<https://whiterosemaths.com/1-minute-maths>

Communication and Language:

-To listen to stories and respond with relevant comments and questions using *why? What? When? How? Who?*

- Articulate their ideas, thoughts and feelings in full sentences - E.g. "I feel sad because she/ he took the pen without asking"

-To follow instructions – E.g. being asked to tidy up, line up, get their coats and bags, cut their food.



Understanding the World:

Expressive Arts and Design:

- Explore the natural world around them and understand changes they see e.g. The changing of the seasons (and the effects on the natural world around them), changes they see from tadpole to frog/ caterpillar to butterfly.



This will be supported through learning experiences in the varying outside areas of the school and the use of photos, videos, foraging and maps. We will also be observing real caterpillars turning in to butterflies in the classroom.



- Continue to describe what they see, hear and feel whilst outside.

Computing

-Continue to discuss internet safety.
- Programming code-a-pillars/ Beebots.



-To plan and design what they wish to produce, use materials and tools safely to make it and then share their creations.

- To invent and recount their own narratives and stories. E.g. they build a car using mobilo/ a castle out of blocks/ cakes out of playdough and make up their own story about them.



Physical Development

The children are having a PE session once a week.

- Negotiate space and obstacles safely and demonstrate strength, balance and co-ordination on large and small apparatus.
- Practise and develop holding their pens and pencils in a tripod grip so to support accuracy and care in their drawing and letter formation.

Tripod Grip



1- Tall Finger (side)
2- Thumb (post)
3- Pointing Finger (tip)
All fingers are slightly bent.



PSED

-To work towards individual goals in their development and to persevere.
- To be able to manage and regulate their behaviour, knowing right from wrong.
- To understand the need for physical activity and a healthy diet.



Home Learning

Please support your child at home with their learning by:

- ✓ Daily reading sessions with books sent home.
- ✓ Practising letter sounds and tricky we have taught and sent home.
- ✓ Practise number recognition and subitising, using number and subitising cards previously sent home.
- ✓ Completing any home learning tasks given through emails or physical resources.



Trips/Visits Dates:

- Parents to come in for Maths workshop – Week of the 20th May – specific dates and times to be sent out.