

### Expressive Arts & Design

The children will be encouraged to be imaginative and to explore during play. They will be given opportunities to demonstrate their thoughts, ideas and feelings through a variety of art, music, dance, role play and design technology. They

will work with a range of tools, materials and construction equipment.

#### This term the children will be learning:

To be able to create simple representations of things (e.g. painting, modelling).

To be able to dance and move to express feelings and ideas.

To act out a narrative in their play with other children, e.g. in different role play areas.

To choose colours and materials to make pictures and models and props for play.

To use different materials to make things that they have designed.

### How you can help your child at home

Read with your child and to your child daily.

Play 'tricky' and 'high frequency' word games (please see our school website for ideas).

Encourage your child to write in their play and in everyday situations e.g. writing signs for the home environment (milk goes here, Johnny's bedroom), write lists-items to take on a trip, different toys in a box, ingredients for a cake. At this stage encourage your child to write the sounds that they can hear in words but don't worry too much about the correct spelling. Ask your child to say the word that they want to write aloud so that they can hear the different sounds, using their 'robot' voice.

Continue to look for and read numbers in the home and the environment e.g. clocks, door numbers, car registrations, on money and tickets.

Do problem solving activities with your child e.g. weighing ingredients when cooking, asking questions such as "We have four cakes how many more will we need when your friends come?"

Count with your child, start by counting to 10 and back and when your child has mastered this, extend to 20 and beyond.

Count in twos, fives and tens.

Support your child with early, practical addition and subtraction e.g. you have eight cars in this box and six cars in the other, how many are there altogether?

Make something together by following a simple recipe.

Compare the size of different things using the correct mathematical vocabulary e.g. taller, shorter, longer, heavier, lighter.

Play turn taking, number and sound games e.g. board games, card games, lotto, bingo, I Spy.

Visit your local park to climb and play outdoor games and ball games.

If possible, visit places of interest to your child e.g. a station, famous London landmarks, zoo.



Lastly, remember that maths is all around, there are lots of maths opportunities in children's daily life (see above). It's best to seize these opportunities rather than asking your child to sit down with you for some 'maths time'.

# Ashmole Primary School

## Curriculum Overview

### Summer Term 2017

#### Reception Class



### Personal, Social and Emotional Development

This area provides the children with experiences which will help them to develop a sense of themselves and of others, respect for others, social skills and a positive disposition to learn. Children will be encouraged to display the school values.

This term the children will be learning and consolidating:

To develop self esteem and confidence.

How to keep safe.

How to work as part of a group and with a partner taking into account other children's ideas.

### Physical Development

In this area the children will be given opportunities to be active and interactive to improve their skills of coordination, control, manipulation and movement. They will be helped to develop an understanding of the importance of physical activity and making healthy food choices.

This term the children will be learning:

To move in different ways with control and coordination.

To develop strength to move, jump and climb with confidence and competence.

To develop hand and arm strength in preparation for writing.

About keeping fit and healthy.

To hold a pencil using tripod grip to form letters correctly.

To develop ball skills.

### Communication and Language

This area will develop the children's competence in communicating, speaking and listening. The children will have opportunities to use their skills in a range of situations and for a range of purposes.

This term the children will be learning:

To maintain attention during an activity.

To have two-channelled attention-to listen and do for a short time.

To listen and respond to other people's ideas.

To follow a verbal story and recall parts of it.

To use a range of tenses accurately (e.g. play, playing, will play, played)

To ask and answer questions about why things happen e.g. who, what, when, how.

To link statements and be able to stick to a main theme or intention.

To use language to imagine and recreate roles and experiences in play.

### Literacy

This area will develop the children's early reading and writing skills and they will be supported and extended when appropriate.

This term the children will be learning:

To segment and blend phonemes orally.

To hear and say the phonemes in words.

To segment and blend phonemes to read and spell.

To link phonemes and letters.

To recognise and use phonemes from *Letters and Sounds* Phases 2 and 3.

To know the *Tricky and High Frequency Words* from *Letters and Sounds* Phases 2, 3 and 4.

To read simple words and sentences.

To discuss what they have read and understood.

### Maths

In this area, the children will be supported in learning key number skills and about shapes and early measuring. They will use their problem solving and numeracy skills in contexts in which they can explore, enjoy, learn and talk about their developing understanding. This term the children will be learning:

To count to 20 and back (then beyond 20) in 1s, 2s, 5s, and 10s.

To recognise and order numerals 1-20 and then beyond.

To represent numbers using fingers, marks on paper, pictures and numerals.

To have a strategy to count an irregular arrangement of objects e.g. by lining them up or moving them.

To find the total number of objects in two groups by counting all of them.

In practical activities to use the vocabulary of addition and subtraction.

To begin to relate addition to combining two groups of objects and subtraction to taking away.

To record using marks that they can explain.

To be able to use a number line to count on and back when adding and subtracting.

To find one more or one less of numbers to 20.

### Understanding the World

In this area the children will have the opportunity to explore their natural environment and be supported to make sense of the world in which they live. The children will have opportunities to use a variety of information technology in their play and learning. They will learn about different festivals and celebrations.

This term the children will be learning:

To use their senses to explore their surroundings and to explain why some things occur.

To know how to care for living things and the environment.

To look closely at similarities and differences between places, objects, materials and living things.

To select and use technology for particular purposes at home and in school.