

Expressive Arts and 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 percussion instruments.
- To use different materials to make things that they have designed.
- To be able to use a range of tools and techniques properly (e.g. scissors, rolling pins, sellotape dispenser, staplers).

*Some of the information in this booklet has been taken from the EYFS (Early Years Foundation Stage) Framework.

How you can help your child at home

Read with your child and to your child daily and talk about the story/content together.

Encourage your child to write in their play and in everyday situations e.g. make labels for their toy boxes, help write a shopping list for you and write birthday cards. At this stage encourage your child to write the phonemes that they can hear in words but don't worry about correct spelling. Ask your child to say the word that they want to write aloud (using robot voice and phoneme fingers) so that they can hear the different phonemes.

Do problem solving activities with your child e.g. setting the table for a particular number of people.

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

Support your child with early, practical addition e.g. you have four books in this pile and two books in the other, how many are there altogether? When your child has grasped simple addition extend to using bigger numbers.

Support your child with early, practical subtraction e.g. you had eight strawberries. How many will you have left when you have eaten two?

Make a cake by following a simple recipe.

Play games e.g. board games, card games, lotto, bingo, I Spy.

Plan and design before constructing models using a variety of resources, eg lego and then evaluate and improve it.

Visit your local park to climb and play outdoor games.

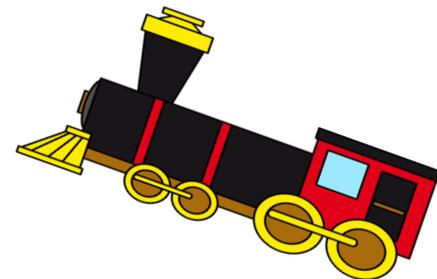
If possible, visit places of interest to your child e.g. museum, a train station and London landmarks.

Ashmole Primary School

Curriculum Overview

Spring 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.

This term the children will be learning:

- To develop self esteem and confidence.
- How to keep safe.
- How to work as part of a group and with a partner .
- To take turns and share.
- To develop independence.
- To take responsibility for belongings and possessions.
- To develop patience.
- How to establish friendships.
- To be sensitive to the needs of others.
- How to solve problems by communicating effectively and without aggression.
- To understand the simple school rules with particular emphasis on our Values.
- To develop skills of mindfulness in Just a Minute.

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 with control and coordination.
- To travel around, under, over, through and off, balancing and climbing equipment with confidence.
- To experiment with different ways of moving.
- About keeping fit and the importance of a healthy diet.
- To hold a pencil with correct tripod grip.
- To develop ball skills.
- To consider and manage risks when tackling new challenges outside.
- To dress and undress independently and to manage fastenings.
- To take responsibility for their belongings.
- To use tools (e.g. scissors and modelling tools) and equipment safely and correctly.

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.
- To use a range of tenses (e.g. play, playing, will play, played)
- To give explanations of why things happen.
- To ask 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 hear and say the phonemes in words.
- To segment and blend phonemes orally.
- 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 and 3.
- To read simple words and sentences.
- To write their own name, labels and captions.
- To write short sentences and stories.

We use a range of books to support the children in learning to read, including some published schemes. E.g. Rigby Star, Floppy's Phonics, Oxford Reading Tree, Traditional Tales (ORT), Bug Club (Pearsons), Phonics Bug (Pearsons) , Project X Phonics (Oxford) , Wayland Start Reading and Collins Big Cat.

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).
- To count 10 and then 20 objects.
- To recognise numerals 1-20 and beyond.
- To count in 2s.
- To represent numbers using fingers, marks on paper or pictures.
- To count irregular arrangements of objects e.g. by lining them up or moving them.
- To add groups of objects.
- To find one more or one less of a group of objects.
- To select a named shape.
- To use mathematical names of solid 3D shapes and flat 2D shapes.
- To use shapes appropriately for tasks e.g. using the correct size brick or the correct shape for facial features.
- To use mathematical terms to describe shape e.g. long, short, corners, vertices, edges and sides.
- To use positional language.
- To order items by weight, capacity, length or height.
- To order and sequence familiar events.
- To measure short periods of time with a non-standard unit and use related to time.

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 know how to care for living things and the environment.
- To look closely at similarities, differences, patterns and change.
- To select and use technology for particular purposes.
- About different cultures, beliefs and celebrations relevant to them and their peers.
- To talk about why things happen and how things work.
- To observe, discuss and record what they see.