

Curriculum Bulletin

Welcome to the third and final term in Reception.

This term we will be supporting the children to meet the end of Reception Early Learning Goals.

Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Speaking	Managing Self	Fine Motor Skills
<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Understanding the World	Building Relationships	Literacy
Past and Present	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	Comprehension
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Expressive Arts and Design	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
People, Culture and Communities	Creating with Materials	Word Reading
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
The Natural World	Being Imaginative and Expressive	Writing
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	Mathematics	
	Number	
	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	
	Numerical Patterns	
	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	

Phonics

The children will continue to access RML phonics at their level.

All children should now be confident in recognising the Set 1 sounds. They should be able to read and spell words with the Set 1 sounds in.

Some children will have been taught the Set 2 sounds and will be reading and spelling words containing these sounds.

Children will also be reading those tricky 'Red' words, which they need to learn to sight-read. We will be adding more to the reading folder.

Set 2 Sounds



In Maths we will working on -

Number	Numerical Patterns
<p>I can show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>I can recognise the numerals to 10 and match to quantity consistently</p> <p>I can recognise quantities up to 5 without counting</p> <p>I can recall number bonds up to 5 and some to 10</p> <p>I can match subtraction facts with number bonds</p> <p>I can recall some double facts within 10</p>	<p>I can count beyond 20</p> <p>I can compare quantities using greater/ more than, fewer/ less than, the same/ equal</p> <p>I can show patterns in numbers to 10</p> <p>I can talk about odd and even numbers</p> <p>I can say double facts</p> <p>I can share equally</p>

Themes will cover this term will be –

Life Cycles – plants, animals and themselves

Peoples home around the world

Story retelling and extending

Toys from the past

STEM

Looking at the artists – Van Gogh and Andy Goldsworthy

Additional information

We will be going on a school trip to the farm on 21st May - details to follow

We will have Sports Day on the afternoon of 27th June.

Bits and Bobs donation for this half term is £3.50

Open door Thursday is available every week.