

# Curriculum Overview for Parents and Carers

## Reception

## Summer Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

### Overview of Learning

### Ideas for Learning at Home

#### English



#### Phonics

The children will consolidate their learning so far this year and will be introduced to Phase 4 of the Little Wandle programme. During this phase, the children do not learn any new graphemes, but instead consolidate those they have previously learnt and extend their reading skills to enable them to read longer and more complex words that contain adjacent consonants.

#### Literacy

Linked to our topics, we will focus on a range of books, including (but certainly not limited to) The Very Hungry Caterpillar, The Enormous Turnip, We're Going on a Bear Hunt and The Rainbow Fish.

The children will continue to talk about and retell stories using actions, and will continue to refine their letter formation, developing their transcription skills by writing words, captions and sentences, some even beginning to use capital letters, finger spaces and full stops!

#### Communication and Language

The children are given a range of opportunities and support to develop their skills in communication and language across a range of key areas. We will continue to encourage children to actively engage in a wide variety of stories and non-fiction books (as well as rhymes and poems), and assist them in developing their comprehension skills.

The children will also continue to develop their interpersonal skills by participating in class discussions and learning the importance of looking, listening and responding appropriately to the person they are speaking to.

Children will be encouraged to articulate their thoughts and ideas in full sentences, using talk to help work out problems and organise thinking, activities and possible outcomes.

Please refer to the phonics home learning information emailed out at the beginning of term, outlining the weekly focus and words the children will be practising. Please also continue to listen to your child read 3 times between books being sent home on a Thursday and returning them to school on a Monday. These books are closely matched to your child's phonic ability and will help them practise the skills they have previously learnt.

You could play games with your child where they have to listen to your instructions, such as a treasure hunt. Share a wide range of books and stories together including non-fiction and poetry. Talk out loud, commenting on your actions and your child's. This helps the children to hear clear, well-formed sentences. Encourage your child to have lots of back and forth conversations with other children and adults.

## Maths



The children's learning will include a range of adult-led and self-initiated activities focused around the following topics:

**Explore 3-D Shapes:** the children will be introduced to 3-D shapes and learn to recognise them in everyday life and talk about how they are used. They will also look at how we can use them to make patterns.

**To 20 and Beyond:** the children will extend their understanding of numbers to those up to 20, building numbers, forming number patterns and counting verbally beyond 20. This builds their understanding of how our number system works. The children will also be introduced to the concept of adding and subtracting by combining groups and taking away from a group of objects.

**Manipulate, Compose and Decompose:** this topic involves selecting shapes for a purpose, rotating, manipulating and arranging shapes to compose new shapes, and breaking a shape into smaller components. The children will also look to find 2-D shapes within 3-D shapes.

**Sharing and Grouping:** this topic introduces the basics of multiplication and division. The children will explore this using objects that they can physically share and group, and will extend their understanding by thinking about even and odd numbers as well as doubles.

**Visualise, Build and Map:** a range of patterns will be explored during this topic and the children will also learn to describe position and direction, exploring, representing and creating maps of familiar places as well as story situations.

You could use teddy bears or toys and give each a birthday sticker or badge with a number from 1 to 20. Encourage your child to put them in age order, prompting if needed with 'what comes next?' or 'what is one more?' and extending by asking 'how do you know that one comes next? Why not this one?' You could also encourage them to make a birthday card for one of the bears/toys. Prompt them to draw images to represent the corresponding number.

You could give your child the opportunity to make patterns with objects, (e.g. buttons or shells) such as 'big, small, big...' To challenge them further, you could make a mistake and talk about how to fix it together. You could also use a group of objects or small foods (like pieces of popcorn or grapes) and encourage your child to share them equally between family members. These objects could also be grouped into sets of 4, for example, ask 'how many groups of 4 can we make from these 16 grapes?'

## Science



### Understanding the World: The Natural World






**Seasonal Changes:** At the beginning of this term the children will observe more of the signs of spring that they learnt about last term. Later in the term, the children will learn about summer, making links to previous learning by noticing how the weather has changed, and noticing what is happening to the trees and other plants.





**Minibeasts:** the children will become scientific researchers and explore the world of minibeasts as they discover where we can find them, how they move and what they do!

**Plants:** the children will be learning about plants and what they need to grow and thrive. The children will have the opportunity to plant a seed, nurture it and observe the changes that happen as it grows. To help us to record our observations, we will be working on our ability to draw pictures of plants with an emphasis on detail, such as the correct colours/shapes.

What signs of spring or summer do you notice on the way to school? Is there blossom or leaves on the trees? Do you see any wild animals such as birds or butterflies? Does it feel warm or cold outside? You could allow your child to explore the garden with a magnifying glass, looking especially under any rocks or logs, or other damp and dark places. What minibeasts can they find? How many? Can they record on a sheet how many different kinds they find?

While in the garden, why not fill up some planters ready for the summer? What plants are there already growing in your garden, or even in a neighbour's or grandparent's garden?

<p><b>History</b></p> 	<p><b>Understanding the World: Past &amp; Present</b> Through our 'Around the World' and 'Fun at the Seaside' topics, the children will learn about how the world around us has changed over time, including how 'beach days' and holidays have changed, and how transport has changed over time. The children will also have the opportunity to share their memories of any holidays or days out they have been on.</p>	<p>Talk about memories together at home – discuss the differences between your childhood experiences and theirs. What did you do for holidays/days out as a child? Is that the same or different to your child's experience?</p>
<p><b>Geography</b></p> 	<p><b>Understanding the World: People, Cultures &amp; Communities</b> During our 'Around The World' topic, the children will learn about land and sea, countries and flags, environments, homes &amp; communities around the world. During our 'Fun at the Seaside' topic, the focus will be around holidays: where do people go on holiday? How are people's holidays the same and different? What is it like at the seaside?</p>	<p>Have you or your child visited a different country or a different place in England? What was it like? Was it similar to home or different? How? What is it like at the seaside?</p>
<p><b>Art &amp; Design</b></p> 	<p><b>Expressive Arts and Design</b> Our art theme this term is sculpture, as we cover the Clay Play unit of work. The children will learn about the work of the artists Toshiko Takaezu and Chris Gryder, and will experiment with moulding, stretching, rolling and cutting the clay, as well as making marks in flat clay.</p>	<p>Clay and playdough are great for strengthening the hand and finger muscles, which will improve their pencil control when drawing and writing. Using playdough or clay is also a great way to encourage creativity and imaginative play, either by making characters or by role playing different situations, such as making 'food' for a café.</p>
<p><b>Design &amp; Technology</b></p> 	<p><b>Expressive Arts and Design</b> Designing, making and creating are at the heart of our Early Years provision. The children are designing, trialling, creating and evaluating on a daily basis – be it in a construction area with a range of building blocks, in the junk modelling area, in the creative area or outside with the large loose parts. The children are also given regular opportunities to develop the strength in their fingers and hand-eye coordination, as well as precision when using small tools correctly. The children will also be able to have a go at weaving, starting off large and trying smaller pieces as they become more accurate.</p>	<p>Maybe your child enjoys setting up scenes and scenarios with their toys at home, or maybe building with Lego, Duplo or other blocks. Maybe they like to get creative with cardboard boxes or cutting and sticking. All of these activities help develop skills that will enable them to be successful in the Design &amp; Technology curriculum as they move up the school.</p>
<p><b>RE</b></p> 	<p><b>Understanding the World: People, Culture and Communities</b> The children will explore the questions: What places are special and why? What can we learn from stories?</p>	<p>What places are special to you and your family? Why?</p>

<p><b>PE</b></p> 	<p><b>Physical Development: Gross Motor Skills</b></p> <p>During PE lessons this term we will be revisiting the fundamental gross motor skills and developing these further through our unit ‘Manipulation and Coordination’. During the second part of the term, we will be learning to work together in our ‘Cooperate and Solve Problems’ unit.</p> <p>In addition to our PE sessions, we will also be developing fine motor skills through using large and small apparatus outside, and engaging with a range of tools with increasing accuracy e.g. pencils, paintbrushes, scissors, tweezers.</p> <p>The children will also be applying their gross motor skills as we prepare to take part in Sports Day with the rest of the school.</p>	<p>PE lessons take place on a Friday afternoon. Please make sure your child comes to school in their PE kit including suitable trainers.</p> <p>Allow your child opportunities to be highly active and get out of breath every day. Different movements could include crawling, climbing, pulling themselves up on a rope and hanging on monkey bars. These activities will help them to develop the core strength and co-ordination needed for writing.</p>
<p><b>PSHE</b></p> 	<p><b>Personal, Social and Emotional Development</b></p> <p>The children have opportunities to enhance their development in this area through play, continuous provision and with each other. We will be supporting this even further by having planned circle times that will provide them with the opportunity for discussion.</p> <p>During PSHE lessons the children will learn and discuss:</p> <p>How can we learn to care for ourselves? (including independent toileting, fastenings on clothes, hygiene routines, etc.)</p> <p>How can we prepare for change? (a focus on preparing the children for Year 1 and the changes that will be involved in their school experiences)</p>	<p>Can your child dress and undress independently including buttons, zips and other fastenings? What hygiene routines do you follow at home? (e.g. brushing teeth, regular baths/showers, washing hands after using the toilet, etc.)</p> <p>Discuss with your child what their thoughts are about moving up to Year 1 with their friends. If you have any concerns, please talk to one of the Reception staff and we will do what we can to help and reassure you and your child.</p>
<p><b>Music</b></p> 	<p><b>Expressive Arts and Design</b></p> <p>The children will be encouraged and supported to improvise simple pieces and decide on symbols to represent different instruments or sounds.</p>	<p>Can they tap, clap or jump along to the rhythm of their favourite songs?</p> <p>Can they make their own rhythm?</p>
<p><b>Trips, Experiences and Enrichment</b></p> 	<p>Plant a Seed - Stay and Play (UTW: The Natural World)</p> <p>Theatre experience (Enrichment)</p> <p>Trip to the Aquarium (Enrichment)</p> <p>Summer Walk (UTW: The Natural World; People, Culture and Communities)</p>	<p>You will be informed of the dates of these events as we confirm them.</p>

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork and Ambition.**  
These are interwoven through our curriculum and everyday practice.