

RECEPTION CURRICULUM

Term: Spring

Teacher: Ms Azuma Haque / Mrs Shabana Iqbal

What will we be covering this term?

The following outlines are to provide parents with brief details of the Early Years curriculum in the two reception classes. The planning is based on the six areas of learning set out in the Early Years curriculum/ Foundation Stage document, published by the DfES. We have a strong focus on the literacy and numeracy development and would expect the majority of our Reception class children to exceed the targets (Early Learning Goals) established in Government curriculum materials. The following provides you with general information of the curriculum covered through the six areas of learning, which are incorporated through a wide range of exciting, stimulating and challenging themes and topics.

PROBLEM SOLVING, REASONING AND NUMERACY

- Find out more or less than a number 0-20.
- Counting and ordering numbers to twenty.
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.
- Show an awareness of money.
- Use language of time - o' clocks, half past and quarter past.
- Use language such as more or less, grater or smaller, heavier or lighter to compare two numbers or quantities.
- Recognise and compare 2-D shapes and 3-D shapes.

COMMUNICATION, LANGUAGE AND LITERACY

- Listen to and join in stories and poems one to one and also in small groups.
- Children will continue to consolidate work from the previous term.
- Children will continue to practise handwriting, learning correct letter formation and spacing of words in sentences.
- Children will become aware of the need to use punctuation.

- Show an interest in illustrations and print in books.
- Copying text from word and sentences lists.
- Begin to be aware of how stories are structures and make predictions in their stories.
- Develop reading skills from reading lists and progressing onto reading books.

CREATIVE DEVELOPMENT

- Opportunities for children to express their thoughts, ideas and feelings in a variety of ways such as, role- play, painting and responding to teacher lead activities.
- Appropriate materials and media will be used to extend the children's thinking through involvement.
- Children will learn to find solutions to problems.
- Children will learn to recognise that we feel through our senses.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Pupils will be asked to interact with other children and teachers will allow them to learn from their experiences, including their mistakes.
- Manipulative materials will be accessed used independently.
- Activities will be provided which enable children to ask questions, seek answers, make decisions and solve problems.
- To provide experiences, activities and materials which are challenging but achievable.

PHYSICAL DEVELOPMENT

- To initiate new combinations of movement and gesture in order to allow children to express and respond to feelings, ideas and experiences.
- The creation of space, time and safe surfaces for children to plan their own routes indoors and out.
- Role- play experiences will be encouraged.
- The introduction of words such as between, through and above will encourage movement development.
- Questions will be set which can lead children towards estimating and recording.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- **People who help us:** Children will look at people who help them at home and school and their roles. Children will learn about the Emergency services and keeping safe.
- **Animals and winter:** Children will look at seasonal changes. Children will look at animals living and adapting to seasonal changes.

How will my child be assessed this term?

Students will be assessed according to their understanding through a variety of activities and written work.

How can I help my child in this subject?

You can help your child by reinforcing all the above mentioned outlines at home. You could help them by practising to write their numerals using the correct formation. You can reinforce all homework activities repetitively to enhance your child's learning capabilities.

Who do I contact if I have concerns about my child's progress in this subject:

Please feel free to contact us at the school during school hours.