



## Reception Class Curriculum Letter- Summer Term

Please see below an overview of the term and we have included ideas of how you can support your children with their learning at home.

Miss Berry and Mrs van Zyl

Area of learning	Curriculum	How you can support learning at home
Religious Education	<p><b>Summer 1 – To the Ends of the Earth:</b></p> <ul style="list-style-type: none"> <li>• <i>Jesus went back to his Father</i></li> <li>• <i>Jesus sent a special friend – The Holy Spirit</i></li> <li>• <i>The Holy Spirit is our Friend</i></li> <li>• <i>Jesus’ friends spread the Good News about Him</i></li> <li>• <i>The Parish Church is a special place</i></li> <li>• <i>Our Parish is a Family and Community</i></li> </ul> <p><b>Summer 2 – Dialogue and Encounter</b></p> <ul style="list-style-type: none"> <li>• <i>Saint Peter is a friend of Jesus</i></li> <li>• <i>Saint Paul was a friend of Jesus</i></li> <li>• <i>We are all invited to be a friend of Jesus</i></li> <li>• <i>People all over the world are friends of Jesus</i></li> </ul> <p><b>Encounter</b>  <i>The encounter lens invites children to hear more about another faith tradition that they may encounter in their daily lives. The aim of this encounter is to enrich their understanding of a different religious and cultural tradition, to create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour.</i></p>	<p>Talk about the Ascension – how Jesus rose from the dead, spent some time on Earth with His Friends, but then He returned to His Father in Heaven.</p> <p>Discuss Pentecost, when Jesus sent the Holy Spirit to His Friends. He had promised that He would send a special friend to help His Friends and the Holy Spirit filled them with love and joy and courage. Talk about how the Holy Spirit is our friend, too. Discuss ways in which we can show love and joy and courage.</p> <p>Visit our church and discuss what a special place it is; how our Parish Church is a Family.</p> <p>Share stories of Jesus’ Friends and how they spread the Good News of Jesus to the wider world.</p> <p>Notice, discuss and celebrate other cultures and faiths and discuss ways in which we can welcome others and work together to make a more peaceful and happier world.</p> <p><b>Recommended books:</b> <i>Hats of Faith (Medeia Cohan-Petrolino), All Are Welcome (Alexandra Penfold).</i></p>
Personal, Social and Emotional Development	<p>During the Summer term we will continue to support children to:</p> <p>Show confidence in trying new challenges; resolve minor conflicts; show empathy; take responsibility for small tasks.</p>	<p>As your child continues to grow and mature, we ask that you support them to continue to develop their independent, self-help and self-care skills. For example:</p> <ul style="list-style-type: none"> <li>• Dressing and undressing</li> </ul>

	<p>We will also teach children how to know and talk about the different factors that support their overall health and wellbeing, including online safety.</p> <p>We use the <i>Ten Ten, Life to the Full</i> curriculum to support teaching &amp; learning of PSED. The units for this term are as follows:</p> <p>Module 2, Unit 3:</p> <ul style="list-style-type: none"> <li>• <i>What is the internet?</i></li> <li>• <i>Playing Online</i></li> </ul> <p>Module 2, Unit 4:</p> <ul style="list-style-type: none"> <li>• <i>Safe Inside and Out</i></li> <li>• <i>My Body, My Rules</i></li> <li>• <i>Feeling Poorly</i></li> <li>• <i>People Who Help Us</i></li> </ul> <p>Module 3, Unit 1:</p> <ul style="list-style-type: none"> <li>• <i>God is Love</i></li> <li>• <i>Loving God, Loving Others</i></li> </ul> <p>Module 3, Unit 2:</p> <ul style="list-style-type: none"> <li>• <i>Me, You, Us</i></li> <li>• <i>When I Grow Up</i></li> <li>• <i>Money Doesn't Grow on Trees</i></li> </ul> <p>Lifestyle Fitness: <i>Healthy Eating and Physical Activity</i></p>	<ul style="list-style-type: none"> <li>• Cutting their own food, using a knife and fork, feeding themselves, pouring their own drinks, drinking from an open cup</li> <li>• Making healthy food choices</li> <li>• Washing themselves</li> <li>• Carrying their own bag to and from school</li> <li>• Developing responsibility for their own belongings, especially for school. Use a checklist for your child to ensure they have everything they need for the day e.g. bag, water bottle, coat</li> <li>• Tidying away their toys and tidying up an activity before starting something new</li> <li>• Limited screen time</li> <li>• A good bedtime routine and adequate sleep</li> </ul>
<p>Communication and Language</p>	<p>During the Spring term we will support children to:</p> <p>Extend their vocabulary linked to stories and topics; retell stories; ask questions to find out more; use talk to explain ideas and events.</p> <p>We will also work on using multi-step instructions in play, through the use of visual support, games, action songs and chants.</p> <p>Adults will spend time modelling extended sentences for children to copy. We will also extend the use of partner talk to continue to develop back-and-forth conversation skills, the understanding and use of questions and answers and the use of full sentences.</p>	<p>Encourage the use of full sentences, rather than one- or two-word answers to questions. Model this for your child e.g. <i>parent: "how was your day?" Child: "good". Parent models for child to repeat: "It was good thank you."</i></p> <p>If your child asks for something, e.g. a snack, insist that they ask you using a full sentence e.g. <i>"Please can I have a snack?"</i></p> <p>Continue to share a rich variety of stories and poems to support vocabulary development. Explain any new or unfamiliar words you come across in stories.</p>

		Play language games, action games, sing songs and chants, including nonsense poems!
Physical Development	<p>During the Spring term our PE lessons and Physical Development activities will enable children to:</p> <p>Progress towards a more fluent style of moving, with developing control and grace; develop overall body strength, co-ordination, balance and agility.</p> <p>We will also support children to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Fine motor activities will support children to develop correct tripod grip and letter formation and use equipment with control.</p>	<p>Ensure your child has regular access to a range of physical activities such as:</p> <ul style="list-style-type: none"> <li>• Running, climbing, jumping, balancing</li> <li>• Scooting, cycling (trikes and balance bikes, progressing to 2-wheeled pedal bikes)</li> <li>• Negotiating space, changing direction</li> <li>• Rolling, kicking, throwing and catching</li> <li>• Heavy work, such as carrying bags and hanging from equipment</li> </ul> <p>Please also include access to fine motor activities such as:</p> <ul style="list-style-type: none"> <li>• Mark making using chalks, pencils, paintbrushes etc.</li> <li>• Pinching, rolling, cutting, squeezing etc. using play-dough</li> <li>• Cutting with scissors</li> <li>• Using equipment to strengthen fingers such as lego, tweezers, pegs</li> </ul>
Literacy	<p>Our topic for the first half term of Spring is 'Once Upon a Time', where we will be learning about some traditional tales. During the second half of the term our topic will be 'Growing', where we will use popular stories to support our learning.</p> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>• Children will act out stories using recently introduced vocabulary</li> <li>• Children will talk about the characters in the books they are reading.</li> </ul> <p>Word Reading:</p> <ul style="list-style-type: none"> <li>• Children will recognise taught digraphs in words and blend the sounds together</li> <li>• Children will read words containing tricky words and digraphs.</li> </ul>	<p>A rich and varied diet of books is invaluable to children's development in so many ways, so:</p> <ul style="list-style-type: none"> <li>• Read, read, read!</li> <li>• Don't forget the importance of bedtime stories, favourite stories and visits to the library.</li> <li>• Read that favourite story for the hundredth time!</li> <li>• Talk about the pictures, the characters, what might happen next</li> <li>• Use funny voices for your child to copy</li> <li>• Encourage your child to join in</li> <li>• Point out the sounds or words they've been learning in phonics</li> <li>• Ask your child to hold the book and turn the pages themselves</li> <li>• Ask your child to move their finger under the words as you read them</li> </ul>

	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Children will write words representing the sounds with a letter/letter</li> <li>• Children will write labels/[phrases representing the sounds with a letter/letter.</li> </ul> <p>Little Wandle Phonics:</p> <ul style="list-style-type: none"> <li>• Phase 3 graphemes - ai ee igh oa oo oo ar or ur ow oi ear air er</li> <li>• Words with double letters</li> <li>• Longer words</li> <li>• Tricky words - put pull full as and has his her go no to into she push he of we me be</li> </ul>	<p>and stop reading if they're not moving their finger!</p> <ul style="list-style-type: none"> <li>• Make sure your child knows that you read and enjoy books yourself,</li> <li>• Support your child to read the Little Wandle books and practise any word cards that are sent home</li> <li>• Show your child that you write for a purpose at home – write a letter, card or shopping list by hand and encourage them to do the same.</li> </ul>
<p>Maths</p>	<p>Power Maths</p> <ul style="list-style-type: none"> <li>• Numbers to 10</li> <li>• Counting to 6, 7, 8, 9, 10</li> <li>• Composition of numbers to 10</li> <li>• Comparing Numbers within 10</li> <li>• Comparing quantities and numerals</li> <li>• Addition to 10</li> <li>• Combining groups</li> <li>• Number Bonds to 10</li> <li>• Recall of number bonds</li> <li>• Exploring and describing shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Play number games and puzzles</li> <li>• Play games with dice</li> <li>• Listen to number songs</li> <li>• Count everything you can together!</li> <li>• Sort objects by shape, colour, size etc. and then compare how many you have in each group</li> <li>• Encourage your child to 'subitise' smaller amounts (recognise how many without the need to count)</li> <li>• Order number cards</li> <li>• Look for and name shapes in the environment</li> </ul>
<p>Understanding the World</p>	<p>During the Spring Term children will:</p> <ul style="list-style-type: none"> <li>• Explore animal life cycles and growth</li> <li>• Learn about animals and habitats around the world</li> <li>• Learn about people who help us</li> <li>• Compare past and present</li> <li>• Observe weather and materials</li> <li>• Learn about seasonal changes</li> </ul>	<p>To support your child's learning in this area you could:</p> <ul style="list-style-type: none"> <li>• Visit your local area and go on walks in nature, spotting plants animals and seasonal changes</li> <li>• Regularly discuss the weather</li> <li>• Plant some seeds and observe their growth</li> <li>• Read books about animals, habitats, the wider world, people who help us and what it was like in the past</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore different materials and experiment with things such as floating and sinking, freezing and melting</li> </ul>
Expressive Arts and Design	<p>During the Spring Term children will:</p> <ul style="list-style-type: none"> <li>• Experiment with printing, collage and model-making</li> <li>• Move to music</li> <li>• Develop storylines in play</li> <li>• Use props for storytelling.</li> </ul>	<p>To support your child's learning in this area you could:</p> <ul style="list-style-type: none"> <li>• Have a variety of paper, craft and mark-making tools and equipment available at home for your child to use</li> <li>• Draw, build, paint and create together</li> <li>• Listen to different genres of music and encourage dancing and movement, as well as discussion about the music</li> <li>• Act out favourite stories together</li> <li>• Role-play together, using props.</li> </ul>