

## RECEPTION CLASS MEDIUM TERM CURRICULUM OVERVIEW – SPRING 2019

This term our Foundation Stage Curriculum will be planned around our Primary Writing Project book – Cinderella. We want to expose children as early as possible to literature and help to foster a life-long love of reading. Once the children have been introduced to a story, they will learn it and then have the opportunity to discuss the characters, setting, as well as innovate the story by changing the ending or add new characters. Sessions will continue to be a mixture of both adult and child led. Special enhanced provision activities linked to themes will be introduced by an adult and added to the environment for children to develop and extend independently.

Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>This is the way that children engage with other people and their environment. They are grouped into three areas of learning:-</p> <ul style="list-style-type: none"> <li>• Playing and exploring</li> <li>• Active learning</li> <li>• Creating and thinking critically</li> </ul> <p>These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children develop at their own rates and in their own way. These development statements suggest a typical range of development.</p>	<ul style="list-style-type: none"> <li>• Confident to speak to others and takes account of what others say</li> <li>• Shows confidence in asking adults for help</li> <li>• Can describe self in positive terms and talk about their abilities</li> <li>• Children are confident to speak in a familiar group and will talk about their ideas</li> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable</li> <li>• Children begin to negotiate and solve problems without aggression, for example when someone has taken their toy</li> </ul>	<ul style="list-style-type: none"> <li>• Children can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Children follow instructions involving several idea or actions.</li> <li>• Children answer how and why questions about their experiences and in response to stories or events.</li> <li>• Children express themselves effectively, showing awareness of the listeners' needs.</li> <li>• Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• Children show increasing control over an object in pushing, patting, catching and kicking it</li> <li>• Children use tools, objects, construction and malleable materials safely and with increasing control</li> <li>• Uses a pencil and holds in effectively to form recognisable letters, most of which are correctly formed</li> <li>• Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> <li>• Children are dry and clean during the day.</li> </ul>
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experience of books</li> <li>• Enjoys an increasing range of books</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Children read and understand simple sentences</li> <li>• They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Children attempt to write short sentences in meaningful contexts</li> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Count reliably, order and say which number is one more or one less with numbers from 0-20</li> <li>• Children begin to estimate how many object they can see and then checks by counting them</li> <li>• Use quantities and objects to count on or back to add and subtract</li> <li>• Represent number bonds within 5 and 10</li> <li>• Estimate a number of objects and then check by counting</li> <li>• Find one more or one less from a group of up to 20 objects</li> <li>• Begin to identify own mathematical problems based on their own interest and fascinations</li> <li>• Use mathematical language to describe length or height and weight or capacity</li> <li>• Children measure short periods of time in simple ways</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members</li> <li>• Children are developing an understanding of growth, decay and changes over time</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things</li> <li>• Children can talk about why things happen and how things work</li> <li>• Uses ICT hardware to interact with age-appropriate computer software</li> <li>• Children recognise that a range of technology is used in places such as homes and schools</li> <li>• Children select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore and learn how sounds can be changed</li> <li>• Explores colours and how colours can be changed</li> <li>• Children experiment with different textures</li> <li>• Children use simple tools and techniques competently and appropriately</li> <li>• Children sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li> <li>• Chooses particular colours to use for a purpose 40-60 months</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Plays co-operatively as part of a group to develop and act out a narrative</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> </ul>
<p><b>Extend your learning at home by:</b> The most important thing you can do to help your child's language skills to develop is to talk with and listen to them as much as possible. A rich vocabulary is a key to good progress in this area. The sharing of stories and books is also vital to their reading development. Take time to talk about the pictures, what the children can see, whether they like the story, whether they can begin to segment and blend simple CVC words (consonant, vowel, consonant e.g. cat). Encourage your child to participate in short writing activities based around the events of the day or writing captions to photographs, labelling pictures they have drawn.</p>			