

RECEPTION CLASS MEDIUM TERM CURRICULUM OVERVIEW – SUMMER 2019

This term our Foundation Stage Curriculum will be planned around our Primary Writing Project books – The traditional tale of ‘The Three Billy Goats Gruff’ and ‘Where the Wild Things Are’ by Maurice Sandek. 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 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"> • Playing and exploring • Active learning • Creating and thinking critically <p>These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner.</p> <p>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"> • Children play co-operatively, taking turns with others. • Children take account of one another’s ideas about how to organise their activity. • Children are confident to try new activities and say why they like some activities more than others. • Children are confident to speak in a familiar group. • Children talk about how they and others show feelings. • Children talk about their own and others’ behaviour and its consequences. • Children know that some behaviour is unacceptable. 	<ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • Children follow instructions involving several ideas or actions. • Children express themselves effectively, showing awareness of the listeners’ needs. • Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Children show good control and co-ordination in large and small movements. • Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. • Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
<ul style="list-style-type: none"> • Children read and understand simple sentences. • Children use their phonic knowledge to decode regular words and read them aloud accurately. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Children attempt to write short sentences in meaningful contexts. • Children use their phonic knowledge to write words in ways which match their spoken sounds. • Children also write irregular common words. 	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Children measure short periods of time in simple ways. • Use the vocabulary involved in adding and subtraction • Children record using marks they can interpret and explain. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 	<ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • Children know that other children don’t always enjoy the same things and are sensitive to this. • Children know about similarities and differences in relation to places, objects, materials and living things. • Children talk about the features of their own immediate environment and how environments might vary from one another. • Children recognise that a range of technology is used in places such as homes and schools. • Children select and use technology for particular purposes. 	<ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. • Children sing songs, make music and dance, and experiment with ways of changing them. • Plays co-operatively as part of a group to develop and act out a narrative. • Chooses a particular colour to use for a purpose. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
<p>Extend your learning at home by: 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>			