



## Reception Curriculum Information Summer 1 Term 2024-25

### Topic: People Who Help Us.

Below are some of the main learning objectives from the **Foundation Stage curriculum** that we will begin to cover and assess. Please note, the below is subject to change based on pupil needs and misconceptions.

<u>Literacy</u>	<u>Mathematics</u>
<p><b>Phonics</b></p> <p>Phonics will continue to be taught every day; we will be consolidating Level 3 sounds and developing children's sentence writing.</p> <p><b>Below are the Level 2 and 3 phonic sounds that we have learnt; please go over these with your child daily.</b></p> <p>Level 2 -</p> <p>s, a, t, p i, n, m, d g, o, c, k, ck, e, u, r h, b, f, ff, l, ll, ss</p> <p>TW/ HFW- the, to, no, go, I,</p> <p>We will recap Level 3 sounds;</p> <p>j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er, ear, air, ure</p> <p>TW- he/ she/ we/ me/ be /was/ you/ they/ all/ are/ my/ said/ so/ come/here/</p> <p>We will be reconsolidating all taught sounds and beginning to teach 2 syllable words in <b>Level 4</b>.</p> <p>Level 4 tricky words: <b>one, do, were, what, have, there, said, little, so, come, some</b></p> <p>Level 4 HFW's: <b>When, out, like</b></p> <p><b>Communication and Language</b></p>	<p>Alongside structured teaching, children will have the opportunity to access a range of maths activities and games independently. These activities will focus on the following;</p> <ul style="list-style-type: none"><li>- recognising numbers from 0 to 20</li><li>- ordering numbers 0-20</li><li>- adding and subtracting using a range of methods</li><li>- solving number problems</li><li>- forming numerals correctly</li><li>- doubling numbers</li><li>- halving and sharing number</li><li>- positional language (including simple mapwork)</li><li>- creating and identifying a range of complex patterns</li><li>- shapes and their compositions</li></ul> <p><b>Using &amp; Applying</b></p> <p>Children will be accessing these objectives through child-initiated activities and adult directed activities.</p>
<p>-We will be discussing a range of stories related to the topic and researching non-fiction texts about police officers, paramedics, doctors, etc.</p> <p>-We will use drama to act out stories and begin to create our own narratives.</p> <p><b>Reading</b></p> <p><b>Children will;</b></p> <ul style="list-style-type: none"><li>-match captions and sentences with pictures</li><li>-read longer sentences and discuss what they have understood.</li><li>-begin discussing use of speech marks and question marks</li><li>-discuss structure of stories</li><li>-create alternate endings</li></ul> <p><b>Writing</b></p> <p><b>Children will;</b></p> <ul style="list-style-type: none"><li>-Segment and blend when writing simple words</li><li>-Segment and blend when writing multi syllable words</li><li>-practise writing captions and sentences</li><li>-use connectives in sentences</li><li>-use Level 3 sounds when writing</li><li>-use a range of interesting adjectives in sentences</li></ul> <p><b>We would like to urge parents and carers to practise rhyming, blending and segmenting with their child.</b></p>	<p><b><u>Understanding the world</u></b></p> <p>Our topic this half term is - People who help us. The children will learn about the different people who help us in different environment such as at school, at home, when out shopping etc</p> <p>We will:</p> <ul style="list-style-type: none"><li>• Describe different occupations.</li><li>• Compare occupations in the past to present day</li><li>• Make observations of changes in plants/ living things and materials</li><li>• Investigate materials that float and sink</li></ul>



<p align="center"><b><u>Expressive Arts and Design</u></b></p> <p>Children explore;</p> <ul style="list-style-type: none"> <li>-a range of materials to design own types of props to support role play</li> <li>-using role play to act out stories</li> <li>-create own narratives</li> <li>-explore a range of media and tools</li> <li>-create different beats with instruments</li> <li>-create songs</li> <li>-a range of manipulative resources to strengthen hands and to explore a variety of modelling techniques (rolling, pinching, squeezing etc)</li> </ul>	<p align="center"><b><u>Philosophy religion and ethics education</u></b></p> <p>Children will learn about the <b>birth story of Lord Krishna</b>, getting to know his <b>family members</b> and <b>friends</b>. Through <b>storytelling and drama</b>, they will explore how Krishna protected his loved ones from various demons, and how he overcame challenges with courage and determination.</p> <p>As they engage with these stories, children will reflect on key values such as <b>friendship, loyalty, honesty, kindness</b>, and <b>determination</b>. They will also explore and express the <b>feelings and perspectives of different characters</b> within the stories.</p>
<p align="center"><b><u>Spanish</u></b></p> <p><b>Colours:</b> orange, pink, purple, brown &amp; grey</p> <p>To understand and name 9 colours in Spanish: rojo, azul, amarillo, verde, naranja, rosa, morado, marrón &amp; gris.</p> <p>Children can understand and respond spoken colours in Spanish. Children will start exploring the sounds of Spanish colours through the colour's song and its rhymes. Children will spot objects around them and describe their colour in Spanish.</p> <p><a href="#">Los colores: naranja, rosa, morado, marrón &amp; gris.</a></p>	<p align="center"><b><u>Sanskrit</u></b></p> <ul style="list-style-type: none"> <li>- Numerals 0-10</li> <li>- Learning the names of various people who help us</li> <li>- Building further on vocabulary words.</li> <li>- Simple conversation using personal pronouns , Thank you , Please</li> <li>- Storytime: The first well , Janmāṣṭamī:</li> <li>- Krishnas Birth</li> <li>- Upanishad Verse: Asato ma</li> <li>- Nursery Rhyme: Krishna Yati</li> </ul>
<p align="center"><b><u>Health and Well-Being</u></b></p> <p><b><u>Physical development</u></b></p> <p><b>PE lessons -</b> Jumping 1 The focus of learning is to explore jumping in a variety of ways. Pupils will explore jumping, in different directions, at different speeds and different levels.</p> <p><b>We will also continue to support the children to develop the following skills:</b></p> <ul style="list-style-type: none"> <li>-holding a pencil correctly</li> <li>-hand and eye coordination</li> <li>-forming recognisable letters and numbers</li> <li>-obstacle courses involving travelling through/ over and under PE equipment</li> <li>-balancing</li> <li>-hopping and skipping</li> <li>-road safety</li> <li>-managing tools safely</li> <li>-importance of exercise and healthy eating</li> </ul> <p><b>Meditation</b> Meditation is done in the morning and at the end of the day to reflect on learning. We also have structured Yoga sessions.</p> <p><b><u>Theme: Yoga Adventure</u></b></p> <p><b>Objective: Embark on a yoga adventure using poses, stories, and imagination</b></p> <ul style="list-style-type: none"> <li>• Asana: Warrior Poses, Bridge Pose, and Camel Pose</li> <li>• Pranayama: Dragon Breath</li> <li>• Philosophy: Encouraging imagination, courage, and exploration.</li> </ul> <p>Meditation: Guided visualisation of going on a magical yoga adventure</p>	