

Dear Parents/Carers,

## **EYFS Reception Curriculum – Summer Term 2024**

As we begin our spring term in Reception, we would like to share with you the different aspects of your child's learning.

<p style="text-align: center;"><b>Communication and Language</b></p> <p>We will be:</p> <ul style="list-style-type: none"><li>• Using new vocabulary from stories and topics taught throughout the day.</li><li>• Confidently talk in small group and class situations.</li><li>• Hold a back and forth conversation with an adult and peers</li><li>• Describe events in some detail using Tier 2 and 3 vocabulary accurately.</li><li>• Using talk to help work out problems and organise thinking and activities.</li><li>• Explaining how things work and why they might happen.</li><li>• Articulating their ideas and thoughts in well-formed sentences.</li></ul>	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p>We will be:</p> <ul style="list-style-type: none"><li>• Identifying and moderating their own feelings socially and emotionally.</li><li>• Children show resilience and perseverance in the face of a challenge.</li><li>• Talking about and express their feelings and the feelings of others.</li><li>• Talking about and know the different factors that support their overall health and wellbeing</li><li>• Partaking in regular physical activity</li><li>• Talking about healthy eating</li><li>• Talking about the importance of teeth brushing</li><li>• Talk about the perspectives of others.</li></ul>
<p style="text-align: center;"><b>Physical Development - Move</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve apparatus.</li><li>• March/run for coordination.</li><li>• Experiment with different ways of throwing under/overarm.</li><li>• Explore different ways of jumping.</li><li>• Show good control and coordination when balancing and stretching.</li><li>• Work with friends in a team – taking turns effectively.</li><li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li><li>• Develop overall body strength, balance, co-ordination and agility.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Further develop the skills they need to manage school day successfully</li><li>• * lining up and queuing</li><li>• * mealtimes</li></ul>	<p style="text-align: center;"><b>Literacy - Write</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense.</li><li>• Form lower-case and capital letters correctly.</li><li>• Attempt to writes simple sentences.</li><li>• Begin to put finger spaces between words.</li><li>• Sometimes uses a capital letter for a sentence.</li><li>• Sometimes uses full stops</li><li>• Identifies a beginning, middle and end when writing a story.</li></ul>
<p style="text-align: center;"><b>Expressive Arts and Design</b> <b>Create and Perform</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Have a go at drawing an object from observation</li><li>• Print independently to create a pattern or image</li><li>• Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Tap a beat/ clap in time to a piece of music/simple song.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups</li></ul>	<p style="text-align: center;"><b>Literacy - Read</b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense.</li><li>• Confidently use story telling language such as -Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after.</li><li>• Read aloud simple sentences and books that are consistent with their phonics knowledge (inc. some common exception words.)</li></ul>

## Maths – Count, Shape and Measure

We will:

- Explore the composition of numbers to 10.
- Automatically recall number bonds to 5
- Recall some number bonds to 10
- Begin to count beyond 20 verbally.
- Remember some double facts.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

## Understanding of the World – Investigate

We will:

- Begin to discuss why the word God is important to Christians (RE)
- Know that London is the capital city of England. (Geog)
- Use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes. (Geog)
- Know that there are different countries in the world and recognise and talk about the some similarities and differences they have experienced or seen in photos. (Geog)
- Recognise and name some common Polar and African animals: polar bear, penguin, arctic fox, giraffe, zebra monkey, etc. (Sci)
- Record what they see in the natural world around them through drawings or diagrams.
- Begin to understand what they can do to help the environment.(Sci)
- Begin to understand what impact humans have had on animals and their environments. (Sci)
- Begin to understand about camouflage. (Sci)
- Identify and sort animals according to where they live. (Sci)
- Label the key parts of an animal. (Sci)
- Identify that certain UK animals live in certain habitats/environments (woodland/ farm/sea/ponds) (Geog and Sci)
- Be able to point these out on a Globe/ Atlas with support. (Geog)
- Understand and talk about parts of the world being hotter or colder. (Geog)

Kind regards

Miss Briggs, Miss Ryan, Miss Marsh & Mrs Hopkins.