


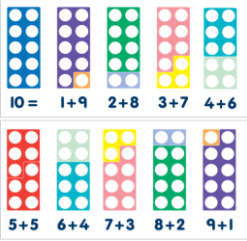



Reception Curriculum Newsletter

| Curriculum Information - Topics | | | | | |
|---------------------------------|------------------|------------------|--------------------------|-------------------------------|------------------|
| Autumn 1 2022 | Autumn 2 2022 | Spring 1 2023 | Spring 2 2023 | Summer 1 2023 | Summer 2 2023 |
| Ourselves | Celebrations | Dinosaurs | Animals and their babies | Stories from around the world | The Seaside |

| Homework Timetable – Reception | | |
|--------------------------------|------------------------------|----------------------|
| | Issued | Returned to School |
| Reading/Library Book | New Book is issued on Friday | The following Friday |

Reception Curriculum

| Curriculum Area | Reception | Home Enrichment Activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------|---------|---------|---|----|------|----|-----|------|-----|----|------|----|----|----|----|----|----|------|-----|------|--|-----|------|--|-----|--------|--|-----|-----|--|-----|------|--|------|-------|--|----|------|--|--|------|--|--|-----|
| <p>Communication and Language</p> <p>Literacy</p> | <p>Children will be encouraged to take part in circle time activities within small groups and whole class. There will be lots of opportunities for pupils to express their views, share stories and become confident to speak in a familiar group.</p> <p>Pupils will have the opportunity to engage in role play to develop their expressive language. They will use role play scenarios to develop past, present and future forms in their speech regarding stages of the story.</p> <p>Stories covered will include:</p> <ul style="list-style-type: none"> • Pirates love underpants • The pirates next door • What the ladybird heard at the seaside • What the ladybird heard on holiday • Sharing a shell • The singing mermaid <p>Songs covered will include:</p> <ul style="list-style-type: none"> • A sailor went to see • The big ship sailed on the alley alley oh • I do like to be beside the seaside • We are pirates • Over the deep blue sea • Mermaid song <p>Children will continue to access Little Wandle phonics; with some pupils accessing the next set of letters/sounds and others consolidating previous learning.</p> <p>Pupils will continue to develop their writing skills, working on neat handwriting, their names and words/sentences containing the learned phonics sounds.</p> <p>The children will also be continuing to read and write more high frequency words such as 'when' and 'there' (see table opposite). Please practise recognition of these words and graphemes.</p> <p>The children will be consolidating how to label and describe and will now be writing simple phrases and sentences that can be read by others. They will read and write non-fiction linked to the topic of the seaside and explore story writing maps to recount a familiar fiction book.</p> | <p>Encourage your children to complete their Phonics Homework that will be provided by school. The homework given will consolidate the previous weeks learning</p>  <p>Please read with your child regularly and return books to school so that a new title can be issued. Encourage your child to recognise any 'tricky words' they find in their books or in their environment. Tricky words are words that cannot always be worked out by blending. In school, pupils have been introduced to Phase 2 and 3, and will now be consolidating these skills to develop their independent reading and spelling. Follow the links below on YouTube for some catchy songs:</p> <table border="1"> <thead> <tr> <th>Phase 2</th> <th>Phase 3</th> <th>Phase 4</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>he</td> <td>said</td> </tr> <tr> <td>no</td> <td>she</td> <td>have</td> </tr> <tr> <td>the</td> <td>we</td> <td>like</td> </tr> <tr> <td>to</td> <td>me</td> <td>so</td> </tr> <tr> <td>go</td> <td>be</td> <td>do</td> </tr> <tr> <td>into</td> <td>you</td> <td>some</td> </tr> <tr> <td></td> <td>are</td> <td>come</td> </tr> <tr> <td></td> <td>her</td> <td>little</td> </tr> <tr> <td></td> <td>was</td> <td>one</td> </tr> <tr> <td></td> <td>all</td> <td>were</td> </tr> <tr> <td></td> <td>they</td> <td>there</td> </tr> <tr> <td></td> <td>my</td> <td>what</td> </tr> <tr> <td></td> <td></td> <td>when</td> </tr> <tr> <td></td> <td></td> <td>out</td> </tr> </tbody> </table> <p>Epic Phonics: Phase 2/3 https://www.youtube.com/watch?v=TvMysfAUx0</p> <p>Phase 3/4: https://www.youtube.com/watch?v=R087IYrRpgY</p> | Phase 2 | Phase 3 | Phase 4 | I | he | said | no | she | have | the | we | like | to | me | so | go | be | do | into | you | some | | are | come | | her | little | | was | one | | all | were | | they | there | | my | what | | | when | | | out |
| Phase 2 | Phase 3 | Phase 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | he | said | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| no | she | have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| the | we | like | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| to | me | so | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| go | be | do | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| into | you | some | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | are | come | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | her | little | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Mathematics</p> | <p>Pupils will consolidate learning from across the year to prepare them for Year 1. Children will apply their knowledge of number to addition and subtraction problems and to consolidate knowledge on number bonds to 10.</p>  <p>Volume/capacity – Children will recap the vocabulary such as full, empty, half full/empty and nearly full/empty. They will understand what these mean and look like through play in the water area.</p> <p>Doubling and halving – Children will look at patterns in numbers and understanding the relationships between numbers that have been doubled and halved.</p>  <p>Fractions – Children will explore the concept of half through a variety of areas, especially through capacity. They will be provided with opportunities to cut things in half and share items into 2 groups.</p> | <p>Practise number bonds to 10 with your child. Test them by calling a number and they must quickly say the corresponding bond to 10. They also enjoy this song to help them remember: https://www.youtube.com/watch?v=ID9tjBUiXs0</p> <p>Allow your children to explore capacity by providing them with containers to fill up with water or rice, to embed mathematical language used in school.</p>  <p>They could also help adults in the kitchen and show them how to cut something in half.</p>  |
| <p>Understanding the World</p> | <p>The children will learning about the seaside and things that they might see there, which animals live close to the seaside and some geographical features of the seaside. They will develop their ICT skills to create a seaside picture using 2 Paint a Picture. They will engage with lots of interesting stories linked to this topic, which may include some mischievous pirates! The children will have the opportunity to create their own rock pools in the outdoor area.</p> | <p>Discuss the seaside and what they can do when they are there (walk on the beach, build a sandcastle, have an ice cream, spot some beach wildlife) watch youtube videos/ take a visit to a local beach and investigate all they have to offer. Children could draw a picture and write about this.</p> |
| <p>Expressive Arts and Design</p> | <p>Children will explore printing and will learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>During child initiated learning, pupils will have access to a wide variety of creative materials and will be able to express their own creativity. They will share their creations, explaining the process they have used. Pupils will be able to access a variety of small world and role play activities to develop expressive language and will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Pupils will learn to sing a range of well-known nursery rhymes action songs and themed songs. They will perform songs, rhymes, poems and stories with others, and try to move in time with music.</p> | |