

Reception Curriculum Overview

Spring Term 2012



Wet, Wild and Wonderful!



Personal, Social and Emotional Development

At School

Dressing and undressing independently.
Going to the toilet (remembering to flush then wash hands after).
School routines.
Saying please and thank you.
Tidying up and developing a sense of pride in our classroom.
Listening to others when they are speaking with eye contact.
Develop the confidence to speak in front of a group through "show and tell" session and circle times.
Develop the ability to generate and ask questions.

At Home

Help children to become independent by encouraging them to dress themselves. This would be of tremendous help to the teachers and save **lots** of valuable time.
Establish a routine for going to the toilet and always remind them to wash their hands.
Talk about routines you have at home; getting up, meal times, bed times etc.
Ask your child to describe the routines to you and ask questions such as "what do we do next?"
ALWAYS remind them to say please/thank you where appropriate and praise them when they do.
Encourage them to tidy up their own toys and help others around the house to tidy (after meal times) and always praise their efforts.

Communication, Language and Literacy

At School

Development of reading skills – visual and auditory discrimination, memory training, sequencing, auditory sequencing and memory.
Phonological awareness:
Review recognition and formation of all sounds learnt last term.
Recognise, say the sound and write lower case letters; *l, f, o, b, j, z, w, u, qu, v, y, x, h, ch, sh*.
Make collections of items beginning with the above and look for the letters within words.
Develop an awareness of books, their format e.g. title, author, illustrator, where to start the book, where to start the page, awareness of words and letters.
Recognition of own and other names and signs around the room.
Introduction to books with limited, repetitive or predictable text to introduce early reading strategies.
Introduction of the key words for the early reading books and reading of these books.
Development of fine-motor skills through construction, scissor, pencil and art work.
Shared writing and reading experiences with the teacher as scribe. Children will begin to write independently.

At Home

Say and sing rhymes and help your child to become aware of rhyme.
Play *I-Spy*. What does *orange* begin with, etc?
Look through a picture dictionary to find words beginning with the taught sound.
Encourage your child to talk about the pictures and eventually re-tell the story.
Talk to your child about their day. Discuss a video or TV programme that you have watched together. Focus on sequencing of the main events.

Please share and read books with your child daily.

Mathematical Development

At School

Revise and recite number rhymes learnt in Term 1.
Recite numbers 1 to 20 in order.
Count on from a given number e.g. 8, what is next? 9, 10, 11....
Count objects by touching and physically moving the object when saying the next number. (1-1 correspondence)
Organise groups of objects to aid accuracy in counting.
Use 'more' or 'less' to compare two numbers up to 10.
Recognition and writing of numbers 1-20 and beyond
Use 2D and 3D shapes to make pictures.
Recognise and discuss the properties of 2D and 3D shapes.
Use the words corner/side, curved/straight.
Recognise and create simple patterns.
Compare size and weight heavy/light tall/short etc.
Put objects in order of size, big, bigger, and biggest. 1 more and 1 less than.
Understand addition and subtraction vocabulary e.g. add, subtract, more than, less than, altogether, take away.
Understand addition as combining 2 sets of objects and subtraction as taking away.

At Home

Look for numbers everywhere – *signs, car numbers, telephone, shops etc.*
When shopping ask the question, "How many do we need?"
Get your child to count out the number of apples that you need etc.
Take every opportunity to count e.g. *steps, cars, people, buttons, cutlery, etc.* Encourage your child to point to each object as it is counted.
Play number games – *Ludo, Snakes and Ladders, Dominoes, snap with cards displaying object and numbers etc.*
Help your child learn the number rhymes. Encourage your child to estimate, "Who's got the most shells/buttons? etc, count to find out."
Ask questions about shapes such as "Why isn't this one a triangle? What shape will it be if I turn it round?"

Please visit the school maths games library.

Please continue to work on Mathletics at home.

Knowledge and Understanding of the World

At School

Wet - Uses of water e.g. bubbles, washing, cleaning,
Under the Sea - Properties of water. Explore water through the senses. Floating and sinking. What lives under the sea?
Polar - Investigate objects and materials by using all of their senses as appropriate. Exploring ice. Find out about and identify some features of living things, objects and events they observe. Who lives in the cold?
Desert - Local environment. Find out about and identify some features of living things, objects and events they observe.
Jungle - Find out about and identify some features of living things, objects and events they observe.

Complete a simple program on the computer and perform simple functions on ICT apparatus.
Begin to differentiate between past and present.
Comment and ask questions about where they live and the natural world.
Look at different types of houses and homes.
Know how to operate simple equipment.
Describe significant events for family or friends.
Know what different kinds of food there are and what foods help us to keep healthy.

At Home

Look for pictures of a variety of animals in books or on the internet. Look at animals which are similar (physical features, way of movement etc) and animals which are different.
Look at the different animals that live in the named environments. Think about how they are adapted to their environment.
Encourage your child to ask questions and give them the opportunity to express an opinion. Why does a polar bear have thick fur? Would a camel be happy living in the North Pole? Why not?
Take your child to the library to look at books about our topic.
Encourage children to share any interesting information they have discovered with the rest of the class.
Provide opportunities to use computer programmes and games online alongside Mum or Dad.
Talk, talk, talk – respond to their natural curiosity and questions.
Use photographs of family and holidays to talk about the past.
Provide opportunities to use construction toys.
Encourage curiosity about how things change by cooking together.
Play at bath time, blow bubbles, fill and empty containers.
Grow plants together.
Take care of a family pet.
Help to prepare healthy snack boxes.
Help with the shopping at the supermarket.

Creative Development

At School

Recognising basic colours. Experimenting with colour mixing.
Explore what happens when they mix colours.
Make constructions, collages, paintings, drawings and dances.
Choose particular colours to use for a purpose.
Play co-operatively as part of a group to act out a narrative.
Explore colour, texture, shape, form and space in two or three dimensions.
Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
Use their imagination in art and design, music, dance, imaginative and role play and stories.
Respond in a variety of ways to what they see, hear, smell, touch and feel.

At Home

Make collections of different colours from scrap materials and magazines. Look for colour in nature, fruit, flowers etc.
Look at different shades of the same colour.
Experiment with colour mixing at home.
Sing rhymes and songs.
Dance and move to music.
Provide opportunities for painting and craft activities.

Physical Development

At School

Reception children will begin the term by preparing for Sports Day. Their other lessons will focus on developing ball skills. Children will experiment with a variety of equipment. They will learn to improve their sending and receiving skills using both hands and feet individually and with a partner.
Through a variety of games pupils are encouraged to use simple rules and demonstrate teamwork and fair play.
They have the opportunity to develop their own games from a choice of a wide range of equipment and are encouraged to invent their own rules and play by them.
Games lessons begin with a warm up designed to increase heart and breathing rate.
Children recap on the difference in heart rate during rest and after a running activity. They begin to understand that their heart and breathing increases, that they feel tired and that they feel hotter and thirsty.

At Home

Reception children enjoy being active. Any exposure to physical activity develops body tension, co-ordination and social skills.
Throwing, catching or kicking a ball will develop eye-hand and eye-foot co-ordination.
Ball games or games where your child is aiming at a target, for example bowling, will help your child to develop the necessary skills.
Encourage your child to demonstrate their skills to you and give praise for their achievements.

Useful web sites

www.bbc.co.uk/scotland/education/wwww/homes/kids/index_choice.shtml - Make a house

www.kented.org.uk/ngfl/games/index.htm - Scroll down to Handy Homes

www.primaryinteractive.co.uk/other.htm - Click on Houses and Homes

www.primaryinteractive.co.uk/science.htm - RGB - Use to demo colour mixing

www.ers.north-ayrshire.gov.uk/primary/housesandhomes.htm - links to various activities

www.ers.north-ayrshire.gov.uk/primary/inthekitchen.htm - various activities linked to food

www.foodafactoflife.org.uk/ - ideas for promoting healthy eating

www.crickweb.co.uk/Early-Years.html - various games linked to colour