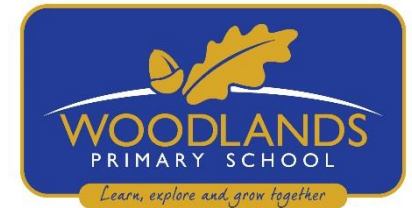


# Reception

## Terms 5 and 6 Curriculum Outline



Welcome to our Curriculum Outline for the coming two terms. For general information on routines and homework, please visit our year group page on the website, using the following link [www.woodlands.kent.sch.uk](http://www.woodlands.kent.sch.uk) and click on the [curriculum](#) tab.

### Prime areas

#### Personal, Social, Emotional Development Activities

Circle time: sharing/ helping, taking turns.

Child initiated time: children to evaluate their activities and what they have enjoyed and what they would change.

Recap on the school rules and focus on British values and Democracy; children to think of their own rules.

To be considerate to others and to be aware that we are all unique and equal. To be sensitive to others' needs and feelings.

Working together, listening to each other and socialising.

Democracy: voting and balloting for books, activities and fruit

For children to negotiate conflicts with their peers and speak confidently about themselves in positive terms.

Jigsaw – Looking at relationships and Changing me.

#### Making Relationships

- Children play co-operatively, taking turns with others (ELG)
- They take account of one another's ideas about how to organise their activity (ELG)
- They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. (ELG)

#### Self Confidence and Self Awareness

- They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities (ELG)
- Children are confident to try new activities and say why they like some activities more than others.
- They say when they do or do not need help. (ELG)

#### Managing Feelings and Behaviour

- Work as part of a group/class, and understand and follow the rules. (ELG)
- They adjust their behaviours to different situations and take a change of routine in their stride. (ELG)
- Children talk about how they and others show feelings, talk about their own and others' behaviours and its consequences, and know that some behaviour is unacceptable. (ELG)

#### Communication and Language Activities

Mind-map at beginning of topic. What do we know about growing? What do you know that grows? How have you grown? What do we want to find out? 'Topic talk': children bring in items / prepare discussions about current topic. How have you changed? Talking about ourselves: how have we changed? Why? What is different to how we look now?

Variety of stories linked to the topics		
<p><b><u>Listening and Attention</u></b></p> <ul style="list-style-type: none"> <li>• <b>Maintain their attention, concentration and listen attentively in a range of situations. (ELG)</b></li> <li>• <b>To give their attention to what others say and respond appropriately, while engaged in another activity. (ELG).</b></li> <li>• <b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. (ELG)</b></li> </ul>	<p><b><u>Understanding</u></b></p> <ul style="list-style-type: none"> <li>• <b>To answer how and why questions confidently about their experiences and in response to stories and events. (ELG)</b></li> <li>• <b>Children follow instructions involving several ideas or actions. (ELG)</b></li> </ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• <b>To use past, present and future forms accurately when talking about events that have happened or are about to happen in the future. (ELG)</b></li> <li>• <b>Children express themselves effectively, showing awareness of listeners' needs. (ELG)</b></li> <li>• <b>Children develop their own narrative and explanations by connecting ideas or events. (ELG)</b></li> </ul>
<p style="text-align: center;"><b><u>Physical Development Activities</u></b></p> <p>Team games: using balls, throwing and catching, kicking, patting.  Aiming balls, beanbags, javelin and vortex at different targets.  Healthy eating: milk/ fruit salad.  Dressing and undressing independently.  To know about the importance of physical exercise and a healthy diet.  Managing their own hygiene: washing hands, and cleaning teeth.  To handle a variety of tools, objects and construction safely, e.g. using scissors and carrying boxes when putting away.</p>		
<p><b><u>Moving and Handling</u></b></p> <ul style="list-style-type: none"> <li>• <b>Children show good control and coordination in large and small movements. (ELG)</b></li> <li>• <b>They move confidently in a range of ways, safely negotiating space. (ELG)</b></li> <li>• <b>They handle equipment and tools effectively including pencils for writing. (ELG)</b></li> </ul>	<p><b><u>Health and Self-Care</u></b></p> <ul style="list-style-type: none"> <li>• <b>To understand the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</b></li> <li>• <b>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)</b></li> </ul>	

## Specific Areas

### Literacy Activities

Key text: Linked to topic, children's interests and knowledge and understanding of the word.

Non-fiction texts related to topic and children's interests.

Mind maps and developing vocabulary and talking about topic related text

Speaking and listening: talking about their favourite a parts of the story/poem/rhyme etc

#### Reading

- Reads and understand simple sentences. (ELG)
- Uses phonic knowledge to decode regular words and reads them aloud accurately. (ELG)
- Reads some common irregular words – 45 High Frequency Words. (ELG)
- Demonstrates an understanding when talking with others about what they have read (ELG)

#### Writing

- Uses their phonic knowledge to write words in ways which match their spoken sounds. (ELG)
- Children write some irregular common words. (ELG)
- Use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)
- They write simple sentences which can be read by themselves and others. (ELG)
- They spell some words correctly and use their sounds for more complex words.(ELG)

### Mathematics Activities

Using quantities and objects to add and subtract 2 single-digit numbers. Count on and back to find the answer. To solve problems including doubling, halving, sharing. Introduce doubling, halving and sharing using fruit, animals, and dry beans.

Shapes: name, recognise and use mathematical language to describe them.

Time: introduce o' clock

#### Numbers

- Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. (ELG)
- Using quantities and objects, they add or subtract two single-digit numbers and count on or back to find the answer. (ELG)
- Begin to solve problems, including doubling, halving and sharing. (ELG)

#### Shape, Space and Measure

- Begin to use everyday language related to size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG)
- They recognise, create and describe patterns. (ELG)
- They explore characteristics of everyday objects and shapes and mathematical language to describe them. (ELG)

### Understanding the World Activities

Look at places on the world map and globes to look at how similar and different the environment are.

How things grow and how we care for plants: planting different seeds and plants and watering them.

Look at the climate and talk about climate change.

Flying Fruit: looking at where our fruit comes from.  
 Taking photos of the environment.  
 iPads/laptops to develop IT skills. Using an iPad to explore a simple program and take photos  
 Rain gauge and measuring rainfall.  
 Similarities and differences between old and young people: looking at their teeth and how they have grown and changed.  
 Similarities and differences between animals.  
 Life cycle of chickens/butterflies/tadpoles.

<u>People and Communities</u>	<u>The World</u>	<u>Technology</u>
<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members (ELG)</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this (ELG)</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Children know about similarities and differences in relation to places, objects, materials and living things (ELG)</li> <li>• They talk about the features of their own immediate environment and how environments might vary from one another (ELG)</li> <li>• They make observations of animals and explain why some things occur, and talk about changes (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> <li>• They select and use technology for particular purposes (ELG)</li> </ul>

**Expressive Arts and Design Activities**

Singing traditional songs. Making up own songs.  
 Using a variety of instruments and listening to music linked to children's interests and topic.  
 Making their own instruments using different materials.  
 Colour mixing; sponge painting; tie dying and printing; collages related to texture; weaving.  
 Role-play using different materials, including junk modelling.  
 Observational drawings using different media.  
 Making puppets and a story box.  
 Father's Day: design their own card.

<u>Exploring and Using Media and Materials</u>	<u>Being Imaginative</u>
<ul style="list-style-type: none"> <li>• Continue to sing songs, make music and dance, and experiment with ways of changing them. (ELG)</li> <li>• To safely use and explore a variety of materials, textures, colours and functions. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)</li> <li>• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG)</li> </ul>

**Forthcoming Events and Dates**

**Dates to be confirmed:**

Check the weekly 'What we are learning' for the weeks focused learning.