

Curriculum Newsletter



Reception Summer 1

The teachers in Reception this term are:

- Miss Fellows
- Mrs Duffield
- Mrs Wood



Learning Journey



Was the Big Bad Wolf really so bad? How many bowls of porridge did Goldilocks eat? We will be exploring these questions and more when we look at a range of traditional tales in our **Will you read me a story?** project. We will be comparing tales and thinking about what the characters in these stories are like. Some of the stories we will read are: *The Three Little Pigs*, *The Three Billy Goats Gruff*, *The Gingerbread Man*, *Goldilocks and the Three Bears*, and *Little Red Riding Hood*. We will, of course, be reading other traditional tales too. Additionally, a wide range of stories will be available in our reading area. During our topic, we will describe different characters and think about our answers from the character's point of view. We will work collaboratively in small groups to share our ideas and develop our communication and language. We will investigate ways to get the Billy Goats and the Gingerbread Man across the river, using our construction skills to build bridges and boats. We will also test materials to see which ones are strong, weak, soft and hard; just like the three pigs.

We will explore our favourite porridge topping and decide which is the most popular. Finally, we will celebrate the end of our Learning Journey with a traditional tales tea party. We will think about who our favourite characters were and which stories we enjoyed the most.

Reminder

Please ensure your child brings their book bag to school every day. Any member of staff may ask to hear them read!

Communication, Language and Literacy



This half term, we will get lost in the land of traditional tales! We will focus on retelling a range of tales, predicting endings and even talk about how the characters in the stories may feel - linking to our feelings and emotions.

As we look at the twist on a traditional tale, 'Jack and the Jelly Beanstalk', we will be writing captions and sentences more independently.

We will continue to review and build on our phase 3 phonics as we move into phase 4. This phase focuses on adjacent consonants and longer words, including those ending with 'ing', 'ed' and 'est'. We will also continue to enjoy reading and building up our breadth of vocabulary in our new topic. We will use our phonics to blend sounds together to read words and sentences with more fluency.

Maths



In Maths, we will explore numbers beyond 20, focusing on the pattern of numbers. We will begin to add and take away small quantities, starting with one more and one less. We will further our learning about doubling, as well as learning to share and group to make an equal amount. We will review our understanding about even and odd numbers. We will continue to practise and consolidate counting skills and subitising skills (instantly recognising small quantities without the need to count them). We will also focus on recalling number bonds to 5 and 10.

Physical Development

We will be working on our fine motor skills, using malleable resources such as play dough, tweezers, and small beads to make our fingers stronger. We will also be completing our finger exercises during our daily handwriting sessions. We will now be focusing on writing letters independently focusing on letter families.



We will be continuing our ball skills and extending our play by setting up our own assault courses outdoors. We will work on moving in a variety of ways, avoiding obstacles with high and low movements.

Personal, Social and Emotional Development



In PSED, we will be continuing to follow the Jigsaw programme focusing on 'Dreams and Goals'. The children will look at setting a goal and working towards it, persevering, even throughout challenges, as well as encouraging others to achieve their dream. We will think about our future and what job we might like to do when we're older.