

Religious Education

- To learn about and explore Christian religious festivals, especially Ascension and Pentecost
- To learn about key beliefs which are central to the Christian faith
- To learn about the life of the early church, including the power of the Holy Spirit
- To explore the effect of the Holy Spirit both in the New Testament and on people today
- To respond sensitively to other people's experience of religious celebrations including the Jewish celebration of Shabbat (Sabbath)

Hampreston

Church of England



First School

Voluntary Aided

Knowledge and Understanding of the World

- Identify simple features and significant personal events, finding out about past and present events in our own lives
- Ask relevant questions about why things happen and how things work
- Look closely at similarities, differences, patterns and change, especially relating to minibeads,, ducks and Summer
- Build and construct, selecting appropriate resources, tools and techniques, adapting our work when necessary
- Find out about and identify uses of everyday technology in communication technology and programmable toys
- Understand that people have different views, cultures and beliefs that need to be treated with respect,
- Begin to explore what it means to belong to a group or community

Reception Curriculum Information for Parents Summer 2017



Healthy Schools



Our topics this term are based on:

Communication, Language and Literacy

- Listen with enjoyment to stories, songs, rhymes and poems, reading texts which include “The Ugly Duckling”, “Aminal Poems “ and “Honey Biscuits” and non - fiction texts about ducks, mini-beasts and farm animals , responding with relevant comments and questions
- Use language to imagine and recreate roles and experiences, especially in the role-play area: Vets Surgery
- Use phonic knowledge to read simple, regular words, blending and segmenting simple words independently
- Attempt to read more complex words using phonic knowledge
- Read individually three times a week
- Represent some sounds correctly in writing
- Attempt writing for different purposes, including lists, recipes, letters, instructions, labels and posters
- Write own name and other words from memory, making phonetically plausible attempts at more complex words
- Begin to form captions and sentences, sometimes using punctuation
- Hold a pencil correctly and use it efficiently to form recognisable letters, most of which are correctly formed

Mathematics: Numbers, Shape, Space and Measures

- Say number names in order, recognise and write numbers to 20 and beyond
- Order numbers 0-10 (some children will be able to order numbers 10-20 and beyond)
- Find one more or one less than a number from 1-10 (some children will be able to manipulate numbers between 10 and 20) and beyond
- Use a range of strategies for addition and subtraction, including some mental recall of number bonds
- Use developing mathematical ideas to solve practical addition and subtraction problems
- Use mathematical language to name and describe the properties of regular 2D and 3D shapes
- Use appropriate mathematical language to compare quantities

Walk on the Wild Side & Fun in the Sun

Physical Development

- Move safely with confidence and imagination, showing an awareness of space and others
- Travel around, under, over and through balancing and climbing equipment
- Use small and large equipment, such as balls, bats, beanbags, skipping ropes and hoops showing a range of basic skills
- Handle pencils, simple tools, objects, construction and malleable materials safely and with basic control
- Recognise the importance of keeping healthy and those things which contribute to this
- Repeat, link and adapt simple movements sometimes commenting on our work

Expressive Art and Design

- Explore colour, texture, shape, form and space in two and three dimensions, especially related to minibeast, farms, animals and Summer
- Use imagination in art and design, music, dance, roleplay and stories
- Respond creatively in a variety of ways to what we see, hear, smell, touch and feel
- Sing simple songs from memory with the whole class, in groups and individually
- Express and communicate ideas, thoughts and feelings using a range of materials, tools, movements and designs
- Recognise and explore how sounds can be changed using our voices and also using tuned and untuned percussion instruments

Personal, Social and Emotional Development

- Select and use activities and resources independently
- Work as part of a group or the whole class, taking turns and sharing fairly
- Form good relationships with adults and peers
- Understand the need for agreed values and codes of behaviour for children to work together harmoniously, both in the classroom and the playground
- Respond to significant experiences showing a range of feelings, where appropriate
- Have an developing awareness of our needs, views and feelings and be sensitive to the needs, views and feelings of others
- Have an interest in and awareness of cultural and religious events, such as Ascension and Pentecost and the Leavers’ Service