

23rd April 2021

Dear Parents

Reception Summer Term 2021 Curriculum

Welcome to the Summer Term at Fosse Bank School!

A copy of the Summer Term 2021 Curriculum Map is attached for your information.

We will be covering the following topics this term: 'In the Garden' where we will look at Minibeasts, life cycles, summer and what plants need to grow. We will also link this to healthy eating and understanding what our bodies need to be healthy. We will be continuing with the phonics scheme; 'Read Write Inc' in separated ability groups with Years One. The children are really enjoying the storybooks and have enjoyed using the ditty books last term. In addition to this the children also focus on literacy and emergent writing skills. We will continue using the Abacus Scheme for our mathematics lessons.

Reception will resume their swimming lessons on Mondays. They can now therefore wear school uniform rather than their P.E. kit on this day as swimming will replace their P.E. session and all swimming kit must be taken home each Monday evening. P.E. remains on Wednesdays so please continue to ensure that children attend school on Wednesdays wearing P.E. kit. We would appreciate your support in ensuring they have the appropriate, labelled clothing in school for their lessons. Please help us to encourage your child to take responsibility for their kit and to respect the belongings of others.

The Summer Term is always a busy one so please refer to the Summer Term 2021 Calendar which is on the website, and be on the look-out for letters informing you of events taking place.

We are confident that your child will have a happy, productive and enjoyable term but should you wish to discuss any aspects of their experiences at Fosse Bank, please do not hesitate to pop in and discuss them with us or make an appointment through the School Office.

Many thanks for your continued support.

Yours sincerely

Miss B Davies
Reception Teacher

Miss A Cordingley
Headmistress

Reception Summer Term 2021 Curriculum Map

<p>Mathematics</p>	<p>COUNTING</p> <p>Count to find out how many in a set of moveable items up to 20, matching spoken numbers to objects (including irregular arrangements).</p> <p>Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting.</p> <p>Order numbers to 20.</p> <p>Compare two numbers, classifying the largest and the smallest.</p> <p>Count up to 100, including marking actions or images or items which cannot be moved, e.g. claps, steps, dotted cards, bricks in a tower.</p> <p>Recognise zero as the empty set.</p> <p>Recognise that teen numbers are ten and some more.</p> <p>Write numerals 1-20.</p> <p>Identify even and odd numbers.</p> <p>Count back from 20 to zero.</p> <p>ADDITION AND SUBTRACTION</p> <p>Recognise and write number sentences using addition and equals signs.</p> <p>Recognise and write number sentences using subtraction and equals signs.</p> <p>Say the number one less than a given number up to 20 and count back from any given number up to 20.</p> <p>Say the number one more than a given number up to 20 and count on from any number up to 20.</p> <p>Add 2, 3 or 4 to any number up to 20.</p> <p>Subtract 2, 3 or 4 from any number up to 20.</p> <p>Solve practical problems involving addition.</p> <p>Solve practical problems involving subtraction.</p> <p>Know number pairs to 5 by heart.</p> <p>Know number pairs to 6 by heart.</p> <p>Know number pairs to 10 by heart.</p> <p>Partition a set of up to 10 objects into two sets.</p> <p>MULTIPLICATION AND DIVISION</p> <p>Share up to 20 objects (multiples of 4) between four people.</p> <p>Double numbers to 5 using fingers and objects.</p> <p>Double numbers to 10 using fingers and objects.</p> <p>Halve even numbers to 10 using fingers and objects.</p> <p>Halve even numbers to 20 using fingers and objects.</p> <p>Recognise and use the terms double and half and halve.</p> <p>Begin to count in fives from 5 and recognise the pattern.</p> <p>Count in twos from 0 to 20 and recognise the pattern.</p> <p>Begin to count in tens from 10 to 100 and begin to recognise the pattern.</p> <p>SHAPE AND SPACE</p> <p>Use mathematical names for 2D shapes: circle, triangle, square, rectangle.</p> <p>Say how many sides and corners a simple 2D shape has.</p> <p>Select a particular 2D shape and use mathematical terms to describe it.</p> <p>Use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder.</p> <p>Select a particular 3D shape and use mathematical terms to describe it.</p>
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	<p>MEASURES</p> <p>Recite the days of the week in order and say which day was yesterday and will be tomorrow.</p> <p>Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow.</p> <p>Match key times of the day to o'clock times, e.g. school starts at 9 o'clock.</p> <p>Recognise that we use digital and analogue clocks to tell the time.</p> <p>Begin to recognise units of time: minutes, hours, days, weeks, months and years and the relationship between them, e.g. seven days in a week, four weeks in a month.</p> <p>Recognise and name coins 1p–£2 and begin to compare and order coins according to value.</p> <p>Begin to make small amounts using two or three coins.</p> <p>Use and understand the language of length: longer, shorter, taller; compare/order two, three or more lengths or heights.</p> <p>Measure a length or height using uniform non-standard units, e.g. plastic bricks.</p> <p>Use and understand the language of weight: heavier, lighter; compare two weights using balances.</p> <p>Begin to weigh items using uniform non-standard units, e.g. blocks.</p> <p>Understand that the capacity of a container is a measure of how much it holds.</p> <p>Compare two capacities using direct comparison and using the language of full, half-full and empty.</p> <p>Begin to measure capacity using uniform non-standard units, e.g. spoonfuls, cupfuls.</p>
Communication and Language	<p>LISTENING AND ATTENTION</p> <p>Children listen attentively in a range of situations.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>UNDERSTANDING</p> <p>Able to follow a story without pictures or prompts.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>SPEAKING</p> <p>Children express themselves effectively, showing awareness of the listeners' needs.</p> <p>They use past, present and future forms of speech accurately when talking about events.</p> <p>They develop their own narratives and explanations by connecting ideas and / or events.</p>
Literacy	<p>READING</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by books.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Demonstrates understanding of what they have read.</p> <p>WRITING</p> <p>Uses phonic knowledge to write words in ways which match their spoken sound.</p> <p>Write some irregular common words.</p> <p>Write simple sentences that can be read by and themselves and others.</p> <p>Some words are spelt correctly, others are phonetically plausible.</p>
Understanding the World	<p>PEOPLE AND COMMUNITIES</p> <p>Talks about past and present events.</p>

	<p>Knows that children don't always enjoy the same things and are sensitive to this.</p> <p>THE WORLD Looks closely at similarities, differences patterns and change. Can talk about some of the things they have observed.</p> <p>ICT Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.</p>
Expressive Arts and Design	<p>EXPLORING AND USING MEDIA AND MATERIALS Children sing songs, make music and dance. They safely use and explore a variety of materials, tools and techniques. Experiment with design, texture, colour, form and function.</p> <p>BEING IMAGINATIVE Children use what they have learnt about media and materials in original ways. They represent their own ideas, thoughts and feelings.</p>
Personal, Social and Emotional Development	<p>SELF-CONFIDENCE AND SELF-AWARENESS Confident to speak in a familiar group. Confident to try new activities. Will say when they do or do not need help.</p> <p>MAKING RELATIONSHIPS Explains own knowledge and understanding and asks appropriate questions of others. Shows sensitivity to others needs and feelings.</p> <p>MANAGING FEELINGS AND BEHAVIOUR Knows and talks about how some behaviour is unacceptable. Shows sensitivity to others (insects) needs and feelings.</p>
Physical Development	<p>MOVING AND HANDLING Shows increasing control over an object in pushing, pulling, patting, throwing, catching and kicking it. Uses a pencil and holds it effectively to form recognisable letters. Shows good control and coordination in small and large movements.</p> <p>HEALTH AND SELF-CARE Shows understanding of the need for safety when tackling new challenges and considers and manages some risk. Shows some understanding that good practices with regard to eating, exercise, sleeping and hygiene can contribute to good health. Practices some safety measures without direct supervision.</p>
French	<p>Numbers up to 20. Months of the year and days of the week. Name, age. Greetings. Sports and how to say you like the sports</p>
Music	<p>Exploring highs and lows in pitch Identifying changes in pitch through musical movement, singing and playing instruments. Exploring the timbres of different instruments and how sounds can be used to create mood or tell a story. Practising keeping a pulse and play and create simple rhythms using classroom percussion instruments. Developing pitch and vocal skills through the singing and performing of songs</p>