

Reception : On Your Marks...

1. Key Vocabulary

Communication, Language and Literacy:

Information – Knowledge or facts.

Question – A type of sentence that we ask to find out information. It needs a question word and question mark.

Text – Written information. The words of an author's work.

Context – The setting of a word or event.

Come – To move toward.

Some – An unspecified amount or number of.

Personal, Social and Emotional Development:

Leader - A person who leads or takes charge of a group.

Effect - A change which is the result of an action.

Achieve - To have a result based on skill, effort or courage.

Success - To achieve a result that you aimed for.

Progress - To move forward in direction or achievements.

Purpose - The reason that something is done.

Mathematics:

Even – A number that can be divided in 2 equal groups. It ends in 2, 4, 6, 8 or 0.

Cost – The amount paid for something.

Double – Two equal groups of.

Half/halving – To share into 2 equal groups.

Share – To divide into equal groups.

Money – The coins or notes that are used when buying items.

Understanding the World:

Germ – Tiny organisms, or living things, that can cause disease.

Wash – To cleanse with water and soap.

Health – Complete physical, mental, and social well-being.

Vitamin – Nutrients that humans need in order to grow and be healthy.

Country – A large area of land where people live under the same government or have the same culture.

Past – A time that has already happened.

Expressive Arts and Design:

Performance – Presenting a play, concert or other form of entertainment.

Act – To perform a role to tell a story.

Stage – A raised platform used for performances.

Select – The act of choosing something.

Create – To make something.

Combine – Joining things to make a single unit.

2. Curriculum Knowledge

Children will investigate ways in which to keep themselves healthy.

They will learn about the importance of eating a balanced diet, different forms of exercise and understand how to manage their own basic hygiene successfully.

Children will develop their own self-confidence in a range of sporting activities and be encouraged to manage their feelings appropriately, taking pride in their achievements and the achievements of their friends.

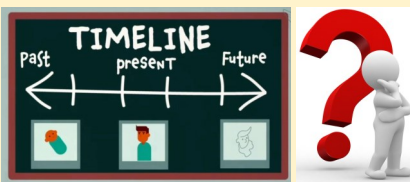
We will begin to think about managing change to ensure a smooth transition to year 1.



	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Venn Street Project	Explain similarities and differences between healthy and unhealthy ways of living.	Mindfulness, exercise and healthy eating to promote overall good health. Discuss feelings about transitioning to year 1.	What can the children achieve in year 1? Set goals for the next school year. Look at the things we are good at and careers in our community	Being responsible citizens, promoting recycling around school.

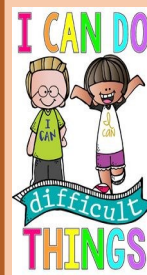
3. Communication and Language

Children will continue to develop their own narratives and explanations about the events in their lives. They will be using past, present and future forms accurately when talking about events that have already happened or are to happen in the future. We will continue to learn topic based vocabulary in all curriculum areas and will use these in context in our learning play around the classroom. We will participate in small group, class and one to one discussions, articulating ourselves in full sentences and asking questions to clarify our understanding.



4. Personal, Social and Emotional Development

Children will have the opportunity to develop their vocabulary in order to express their feelings and think about how others are feeling. We will discuss keeping positive relationships with our peers and adults, as well as strategies to maintain friendships. We will also think about working through problems and thinking of solutions independently. Children will be able to set their own goals and work towards them. They will discover and recognise their abilities, and will celebrate the strengths of others. They will also have many opportunities to express their feelings and concerns leading up to the transition period. Events such as sports day will help the children learn to manage their expectations and how to react to a loss or a win. They will be able to manage their own needs, including dressing themselves and making healthy food choices.



5. Physical Development

Fine motor skills

Children will focus on acquiring the fine motor skills that are fundamental before the transition into Year 1. These include the ability to accurately, confidently & consistently use a correct pencil grip allowing them to form their letters & numbers with precision and care. All children will have the opportunity for developing their fine motor skills as they will continue to be provided with threading, cutting and moulding activities both in and out of the classroom.

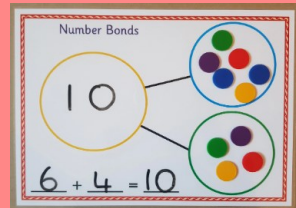
Gross motor skills

Children will continue refining their gross motor skills by developing their athletic abilities in running, jumping and throwing with a key focus on preparing for sports day!



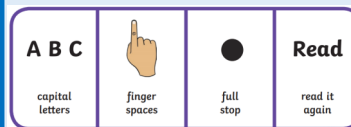
6. Mathematics

In maths, children will be securing their number knowledge, verbally counting beyond 20 and recognising the pattern of the counting system. We will revisit comparing quantities up to 10, recognising when one quantity is greater than, less than or the same. The children will continue to add and subtract using objects, number lines and counting on and back. We will also introduce basic word problems. We want children to have a deep understanding of numbers to 10, including the composition of each number. Concentrating on our 'On your marks' sports theme children will get the opportunity to look at comparing time in seconds and minutes and distance, using the terms 'longer', 'shorter' and 'furthest'. Children will be introduced into halving. The children will be given different objects that they will need to share/halve. For it, they will use sharing/halving templates and mats. Children will get the chance to re-explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. We will spend a lot of time exploring what we have learnt in reception so that the children are ready for year 1.



7. Literacy

Children will think about events that will be happening in their future such as entering their next year of school. They will reflect on their past experiences and develop their own narratives and explanations about different times in their lives. Phonics will continue each day, to support the children in learning their sounds and HRS which they will apply to their reading and writing. They will respond to 'how' and 'why' questions about core books to increase comprehension of the stories read to them. They will continue to anticipate key events and respond to what they hear with relevant comments. They will continue to write simple sentences, forming their letters correctly and using a tripod pencil grip. Some words in their writing will be spelt correctly, others will be phonetically plausible. We will write instructions, letters and goals for the new school year in sentences including capital letters, finger spaces and full stops, reading our work back to check it makes sense.



8. Understanding the World

Children will be learning about similarities and differences between the past and now by drawing on their own experiences and what has been read to them in class. They will think about their experiences when they first started in Reception and comparing their experiences of what they were unable to do then and what they can do now. We will discuss how change can make us feel and how it is often a positive experience. We will look at different ways to keep our bodies healthy, eg eating a balanced diet, regular physical activity, not eating too much sugar and a healthy amount of screen time.



9. Expressive Art and Design

This term we will continue to develop our artistic skills. We will be using a range of materials to represent stories through role play, creating our own props to support our creative play. We will continue to explore different performative arts such as music or dance, performing songs, stories and poems with others. We will explore different materials and techniques experimenting with design, colour, texture and function. We will share our creations, explaining our creative process to our friends.

