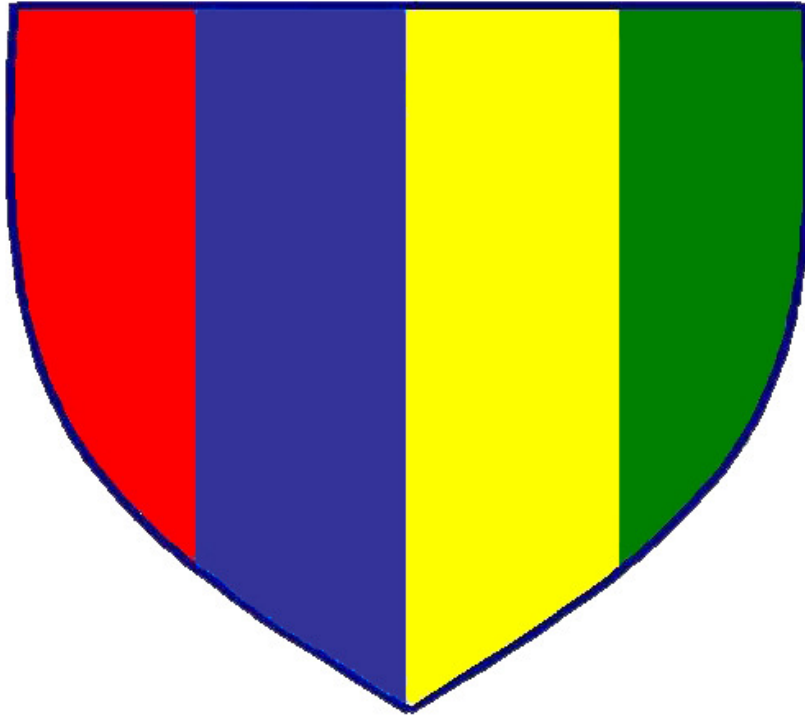


Manor House School



Reception Curriculum Planning Summer 2010

FIRST HALF TERM

Below you will find a brief summary of this term's curriculum planning for your child.

The aim is to inform parents about the work your child is likely to undertake in subject areas in the coming term. A new document will be produced each term. I hope you will find the information interesting and useful as you aim to support your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education for several very good reasons. It is also possible that more or less of the planning may be covered depending on a number of factors within the classroom.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

TOPIC Minibeasts

Children begin learning about nature and the properties of "bugs" very early in their lives, when they see them at home and outside. Once they join school we take this learning a step further – talking about caring for living creatures, the environment minibeasts live in, what they eat, the hierarchy some creatures have etc. We have some real minibeasts in the classroom as well as going on a 'Bug Hunt' around the school grounds. So much of our learning is very practical. We then follow this with written work and 2D plus 3D art work.

LANGUAGE AND LITERACY

We will explore a wide variety of rhymes, stories, chants, action verses and poetry.

To include:

- ❖ Handwriting practice – correct letter formation and writing first name and surname independently.
- ❖ Alphabet knowledge and order, letter names and sounds.
- ❖ Phonological awareness – spelling words on our own by blending sounds we know and learning 'tricky' words.
- ❖ Shared Reading – Big Books and small group reading.
- ❖ 'Show and Tell' – speaking and listening and asking questions.
- ❖ News sharing and writing independently with confidence.
- ❖ To experiment with writing in a variety of play, exploratory and role-play situations.
- ❖ To re-read frequently a variety of familiar texts eg. big books, storybooks, poems, information books, captions and other children's writing.
- ❖ To write labels or captions for pictures and drawings.
- ❖ Make our own 'Minibeasts' info. Leaflets.
- ❖ Sentence structure and simple punctuation.

MATHEMATICS (Numeracy)

To include:

- ❖ Number rhymes, songs and stories.
- ❖ Counting, reading and writing numbers.
- ❖ Adding and subtracting.
- ❖ Sorting skills – what is an insect and what isn't an insect?
- ❖ Shape and space.
- ❖ Measures, size and weight.
- ❖ Making and interpreting graphs.
- ❖ Explore pattern and symmetry.
- ❖ Using positional language.
- ❖ Counting in twos.
- ❖ Counting in tens.
- ❖ Counting in fives.
- ❖ Number jigsaws, puzzles and games.

PHYSICAL DEVELOPMENT

To include:

- ❖ Moving with control, care and skill.
- ❖ Music and movement.
- ❖ Parachute games.
- ❖ Fine motor skills – model making, drawing, writing, threading etc.
- ❖ Ball skills – throwing and catching, kicking, rolling etc.
- ❖ Action Rhymes.
- ❖ Balancing skills.
- ❖ Team games.
- ❖ Using Fort area
- ❖ Daily use of bikes, scooters, pedal rollers and outdoor equipment.

CREATIVE DEVELOPMENT

To include:

- ❖ Making minibeasts from clay and dough.
- ❖ Caterpillar stick puppets.
- ❖ Making Spiders and webs.
- ❖ Making minibeast mobiles.
- ❖ Stone painted Ladybirds.
- ❖ Building minibeast with various construction kits and from junk.
- ❖ Butterfly printing.

Activities also available include; playdough, sand/water, construction toys, role play area, computer, dressing-up box, puzzles, games, book corner, writing table, listening to taped stories, songs and rhymes.

PERSONAL AND SOCIAL DEVELOPMENT

To include:

- ❖ The children will be encouraged to work as part of a group and independently.
- ❖ Co-operating and helping others.
- ❖ To encourage the children to think about all the things we do together, and so develop the concept of teamwork.
- ❖ Personal Hygiene – The importance of hand washing and keeping clean!
- ❖ Dressing and undressing independently.
- ❖ To develop an understanding and the importance of respect for others, their property, and their feelings.
- ❖ Caring for our minibeasts.
- ❖ Expressing awe and wonder watching the butterflies grow from caterpillars.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- ❖ Use of ICT programmes and internet.
- ❖ Find out about...by looking at information books and riddles.
- ❖ Making wormeries.
- ❖ Draw 'accurate' pictures of minibeasts.
- ❖ Go on a 'Bug Hunt' in the school grounds.
- ❖ Observe life cycles – e.g. of butterflies.
- ❖ Label diagrams (of life cycles and minibeasts).
- ❖ Sort minibeasts e.g. number of legs, wings, no wings, fast and slow etc.
- ❖ Learn about different foods for minibeasts.
- ❖ Using remote controlled caterpillar and ladybird toys.
- ❖ Using programmable toys, eg. BeeBop.
- ❖ Weekly Forest School activities.

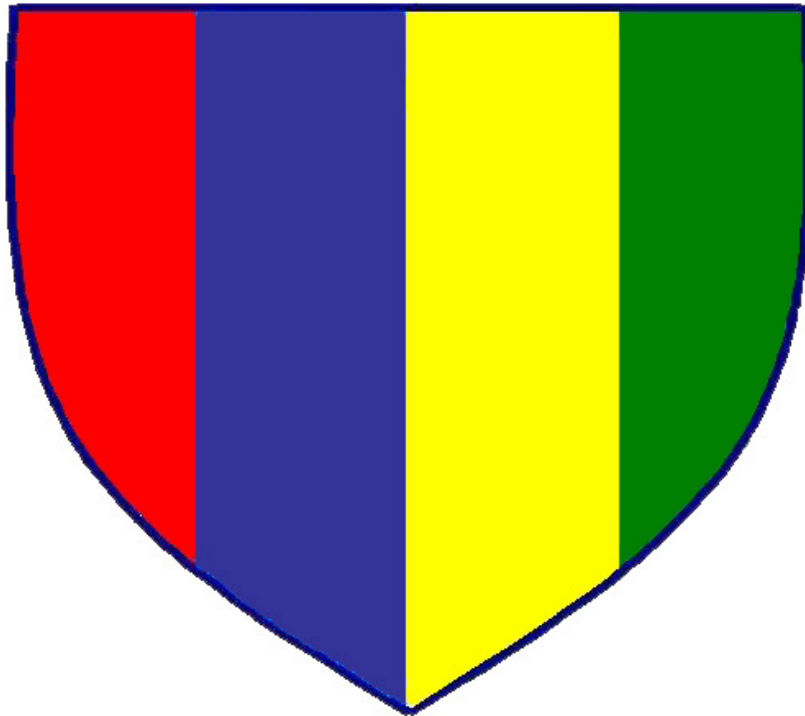
MUSIC

Timbre to include:

- ❖ Seaside sounds.
- ❖ Using sounds expressively and descriptively.

Responding to graphics on a storyboard.

Manor House School



Reception Curriculum Planning Summer 2010

SECOND HALF TERM

Below you will find a brief summary of this term's curriculum planning for your child.

The aim is to inform parents about the work your child is likely to undertake in subject areas in the coming term. A new document will be produced each term. I hope you will find the information interesting and useful as you aim to support your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education for several very good reasons. It is also possible that more or less of the planning may be covered depending on a number of factors within the classroom.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

TOPIC: TRADITIONAL STORIES

The children will be experiencing activities based around lots of traditional stories. E.g. The gingerbread Man, Jack and the Beanstalk, The Three Billy goats Gruff, The Three Little Pigs.

LANGUAGE AND LITERACY

We will explore a wide variety of traditional stories, chants, action verses and poetry.

To include:

- ❖ Handwriting practice – correct letter formation and writing first name and surname independently.
- ❖ Alphabet knowledge and order, letter names and sounds.
- ❖ Phonological awareness – spelling words on own by blending sounds we know and learning 'tricky' words.
- ❖ Shared Reading – Big Books and small group reading.
- ❖ 'Show and Tell' – speaking and listening and asking questions.
- ❖ News sharing and writing independently with confidence.
- ❖ To experiment with writing in a variety of play, exploratory and role-play situations.
- ❖ To re-read frequently a variety of familiar texts e.g. big books, storybooks, poems, information books, captions and other children's writing.
- ❖ To write labels or captions for pictures and drawings, and sentences independently.
- ❖ Continue to develop story writing skills using knowledge of characters, settings and patterns of stories.
- ❖ Sentence structure and simple punctuation.
- ❖ Retelling narratives in the correct sequence.

Activities also available include; playdough, sand/water, construction toys, role play area, computer, dressing-up box and role play, puzzles, games, book corner, writing table, listening to taped stories, songs and rhymes.

MATHEMATICS (Numeracy)

To include:

- ❖ Number rhymes, songs and stories.
- ❖ Counting, reading and writing numbers.
- ❖ Adding and subtracting.
- ❖ Money and practical problem solving. Sorting coins, including £1 and £2 coins.
- ❖ Shape and space – shape pictures. How we use shapes in different ways for different purposes.
- ❖ Measures, including time (o'clock) and distance.
- ❖ Using problem solving skills.
- ❖ Counting in twos.
- ❖ Counting in tens.
- ❖ Counting in fives.
- ❖ Number jigsaws, puzzles and games.

PHYSICAL DEVELOPMENT

To include:

- ❖ Moving with control, care and skill, including developing fine motor skills.
- ❖ Music and movement.
- ❖ Parachute games.
- ❖ Ball skills – throwing and catching etc.
- ❖ Action Rhymes.
- ❖ Balancing skills.
- ❖ Team games.
- ❖ Preparation and practice for Sports Day!
- ❖ Using Fort area
- ❖ Daily use of bikes, scooters, pedal rollers and outdoor equipment

CREATIVE DEVELOPMENT

To include:

- ❖ Making models and characters from traditional stories.
- ❖ Painting character pictures.
- ❖ Making masks and puppets of story characters.
- ❖ Role-play and acting out stories.
- ❖ Play with small world toys and re-enact stories.

PERSONAL AND SOCIAL DEVELOPMENT

To include:

- ❖ The children will be encouraged to work as part of a group and independently.
- ❖ Co-operating and helping others.
- ❖ To encourage the children to think about all the things we do together, and so develop the concept of teamwork.
- ❖ Personal Hygiene – The importance of hand washing and keeping clean!
- ❖ To develop an understanding and the importance of respect for others, their property, and their feelings.
- ❖ Dressing and undressing independently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- ❖ Use of ICT programmes and internet.
- ❖ Use of programmable floor toy - BeeBop
- ❖ Constructing using kits and junk.
- ❖ Planting bean seeds to make beanstalks!
- ❖ Weekly Forest School activities.

MUSIC

Moving Patterns:

- ❖ Structure including chants and call and response songs.
- ❖ Vocal and Instrumental sounds to accompany songs with a similar structure.
- ❖ Exploring instruments and timbre.
- ❖ Singing focus: Listening, memory and movement.