



## Holmesdale Infant School Reception Curriculum Overview - Summer 1 2024

Dear Parents/Carers,

We hope you have had a lovely Easter holiday. This term is fun packed as we begin our new topic '**Go Explore!**'. During this time, we will be exploring the Big Question '**How do explorers explore?**'. During this time, we will be learning about significant explorers from our past and present lives. We will begin learning about aircraft and Amelia Earhart and progress on to learning about space travel and Neil Armstrong and Helen Sharman. We will be linking many aspects of our curriculum around the big question; How do explorers explore? through our understanding of the world, art work and literacy. Some of the books we will be looking at are; Amelia Earhart, Neil Armstrong, Aliens Love Underpants

Our Literacy focus for this term is 'Talk for Writing' and we will be focusing on '**Whatever Next**'.

We have given some home learning ideas below and will be setting some other home school learning challenges throughout this half term to support the curriculum we are teaching. As always, please share any work your child produces at home via evidence me. We love to celebrate their achievements by sharing this in class via the interactive board.

### **SUMMER 1 Reception Overview - Go Explore! - How do explorers explore?**

Area of Learning	
Personal, Social and Emotional Development	<p>This half term we continue to build upon the skills we have previously learn, so that children have the opportunity to consolidate, embed and acquire a deeper understanding of the knowledge and skills they have learnt.</p> <ul style="list-style-type: none"><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li><li>• <b>Be respectful</b> of each other's differences</li><li>• Work and play cooperatively and take turns with others</li><li>• Listen and respond to the ideas of others whilst playing and learning</li></ul>

- **Explain the reasons for rules**, know right from wrong and try to behave accordingly
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Talk with others to solve conflicts - develop the skills of listening and negotiation
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Understand how we show kindness to each other
- Express their feelings appropriately and consider the feelings of others
- Builds constructive and respectful relationships
- Form positive attachments to adults and friendships with peers
- Continue to develop positive attitudes about the differences between people
- Think about the perspectives of others
- Show sensitivity to their own and to others' needs
- Show resilience and perseverance in the face of challenge.

**We follow the scheme PSHE Matters.** This term we are focusing on '**Being Responsible**' and '**Money**'.

- During this time the children will develop an understanding of being responsible, focusing on the impact their words and actions can have on each other and the wider community and world and explain the affect these have on other people. For example; understanding the importance of washing our hands and catching our sneezes and explaining why we think recycling is a responsible thing to do. We will learn that we can all have a view point and the importance of how we share this with others in a polite and responsible manner. We will look at the need for rules, manners, equality and fairness explain how their actions and words affect other people.

As we progress on to learn about Money, we recall the work we have done on 'being responsible' and demonstrate that we can't always have what we want. We will progress on to look at how we can express our kindness to one another without spending money!

- **At home you could:**

Think of different ways you can show kindness to each other and those within your local

community

**Value of Money** - Think about our needs and wants and begin to understand and respect that we can't always have what we want straight away, sometime we need to save money to buy something we want.

Physical Development

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- To use a knife and fork with control and independence
- To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian
- To handle scissors and a pencil, paintbrush with care and control
- Use a comfortable grip with good control when holding pens and pencils
- Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Develop the foundations of a handwriting style which is fast, accurate and efficient
- Form spiral patterns and form lower-case letters correctly. We will be focusing on learning to form the Long-Legged Giraffe Letters and One Armed Robots ; **r, b, n, h, m, p, c, a, d**. We will send the letters home and the patten via evidence me in the term for you to consolidate at home with your child. It is really important that they learn to start and finish their letters in the correct place, as this will help them to transition on to joins more quickly in Year 2.
- We have an external company, **Qualitas**, come in and teach P.E to the children. During this term the children will be participating in **Athletics**. This will enable them to;
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical discipline; sport
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

- Negotiate space and obstacles safely, with consideration for themselves and others

**At home you could:**

Develop your fine motor skills by; Practise forming your letters correctly, using the handwriting patterns we sent, to help you understand where to start and finish.

Play throwing and catching games with a grown up

Participate in running, hopping, skipping races

Play bat and ball - how many times can you hit the ball?

Use scissors with safety and control to cut out different materials to create an aeroplane or a rocket.

**Communication and Language**

- To continue to understand the importance of listening to adults and peers in a range of contexts
- To listen to and follow instructions with 2 or more parts
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Express their views on what they have heard using full sentences
- Learning and joining in with a range of rhymes and songs, paying attention to how they sound
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Share fiction and non-fiction texts
- Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge, understanding and vocabulary.
- Listening to and engage in stories

- Listen to and talk about stories to build familiarity and understanding
- Retelling simple stories
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Describe events in detail
- Connect events together
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
- Increase and use new vocabulary learnt through the day
- Ask questions to find out more and to check they understand what has been said to them.

**At home you could:**

Snuggle up and share a book with your grown up - read to each other

Find some facts in non-fiction texts about why Amelia Earhart, Neil Armstrong and Helen Sharman are all great explorers

Find our previously taught phonemes and tricky words in your books at home. Can you read the sentence you found them in?

Retell the story of Whatever Next, and create a story map to represent this.

Have a go at inventing and retelling your own space adventure story.

**Literacy Development**

- Name Writing - Full Name using correct letter formation
- Oral retelling of a familiar story; Whatever Next (Shared story will be sent home week 2)
- Writing for different purposes; name writing, word building, list, labels, captions, postcard, news headline, sentence writing, recount, story maps, retell a familiar story through writing
- Spell words by identifying the phonemes /sounds and then writing the sound with letter/s
- Handwriting patterns - Following the scheme 'Squiggle While You Wiggle' -Dancing out then drawing out 'dot', 'up and down' and 'Side to Side', 'curved', 'straight', 'diagonal', 'loop' and 'spiral' patterns.

- Using the handwriting patters to help understand where to start and finish when forming the letters; ; **r, b, n, h, m, p, c, a, d**
- Form lower-case and capital letters correctly
- Daily phonic session, focusing on using robot arms to segment and blend words;
- Revisit the phase 3 phonemes; **ai ee igh oa /oo(u) oo ar or/ ur ow oi ear/ air ure er.**
- Learn how to read longer words rabbit, pocket and compound words carpark, farmyard
- Learn how to blend consonants together to help read the following types of words: CVCC words (tent, lamp), CCVC (crab, frog), CCVCC (drink, plant), CCCVC (strap), CCCVCC (spring) words.
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Individual Reading time with an adult - the book will be sent home for you to share together

**Our Key text: Whatever Next**

**Other supporting Texts:** Aliens Wear Underpants,

**At home you could:**

Practise reading words containing our weekly phonemes (which we have sent previously with ideas on)

Practise building words using our weekly phonemes- magnetic letters, whiteboard and pens.

Building and writing

Practise building labels and captions using our weekly phonemes

Practise building and writing sentences using our weekly phonemes - remember to say the sentence out loud 5x, start with a capital letter, use finger spaces and finish with a full stop.

Play phonic games which involve phase 3 graphemes e.g. a treasure hunt of words/sounds around the house.

Mathematics

**We follow the White Rose Maths Scheme**

To 20 and beyond (Build numbers beyond 10 (10-13) / Continue patterns beyond 10 (10-13) /

Build numbers beyond 10 (14-20) / Continue patterns beyond 10 (14-20 )

To 20 and beyond (Verbal counting beyond 20 / Verbal counting patterns / How many now? / Add more, How many did I add? / How many now? Take away, How many did I take away?)

Manipulate, compose and decompose (Select shapes for a purpose / Rotate shapes / Manipulate shapes, Explain shape arrangements / Compose shapes, Decompose shapes  
Manipulate, compose and decompose; Copy 2-D shape pictures, Find 2-D shapes within 3-D shapes )

Sharing and Grouping (Explore sharing, sharing / Sharing and Grouping; Explore grouping, grouping)

Through provision continue to develop;

- 1:1 correspondence when learning in provision
- Matching and sorting resources when learning and tidying in provision
- Using the maths knowledge of more and less/ fewer when tidying in provision
- Recognising and forming numbers up to 20 when learning in provision.

At home you could:

Play number match games with numerals up to 20

Make number lines to 20 using magnetic numbers

Write a number line to 20 using correct letter formation

Play guess the shape. Use 3D everyday objects and name the shape and simple properties

Play board games using dice to help develop your number skills

Understanding the World

- Use all their senses in hands-on exploration of natural materials in the world around them
- Show respect and care for the natural environment and all living things
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Know some similarities and differences between things in the past and now, drawing

	<p>on their experiences and what has been read in class - finding out about Amelia Earhart and Neil Armstrong</p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling- finding out about Amelia Earhart and Neil Armstrong</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Plant and caring for growing plants</li> <li>• Understand the key features of the life cycle of a plant - bean and sunflower</li> <li>• Develop a positive attitude about the differences in themselves and other people - looking at special places at home, school and within the community</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Christianity and Islam</li> <li>• Exploring why a Church / Mosque is a special place to some people</li> <li>• Comment on images of familiar situations in the past</li> </ul> <p><b>At home you could:</b></p> <p>Explore the natural world around you; talk about what you can see, hear and feel during spring time. Compare to how this is different to the other 2 seasons, Autumn and Winter  Searching for signs of spring when on walking and creating a picture of what you see and hear</p> <p>Recalling facts about Amelia Earhart, Neil Armstrong and Helen Sharman  Showing signs of kindness to family and friends</p> <p>Find out about space and the planets. You could have a go at making your own planet. Think about what natural objects you could have on your planet and add them on.</p>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Sing rhymes and sing songs from memory</li> <li>• We follow the scheme Charanga for music. During each session the children will listen and Respond / Explore and Create - initially using voices only but building to using classroom instruments too /Singing - nursery rhymes and action songs - building to singing and playing /Share and Perform</li> <li>• We will continue to follow the scheme Kapow. During this term we will be following the Art and Design strand where we will be exploring the unit Sculpture and 3D; Creation</li> </ul>



station, through which we will;

- **Explore with Playdough and Tools;** Exploring the properties of playdough using hands and tools to manipulate it in different ways
- **Make an aeroplane using playdough;** Moulding and Shaping playdough to create an aeroplane
- **Design and make a 3D sculpture of an aeroplane using clay;** Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay aeroplane sculptures. Refining their ideas as they follow their designs and problem solving as they work.
- **Painting their clay aeroplane;** Developing their clay aeroplanes, choosing colours to decorate them and talking about the processes used to make their sculptures.
- **Design and make a new flying transport;** Design and make a new flying transport, using the knowledge and skills they have acquired.

Within provision we will continue to;

- Explore, use and refine a variety of artistic effects to express ideas and feelings
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- To enhance our understanding of the seasons we will use the changes we observe within our Art work
- Exploring a range of construction materials - joining and fixing materials.

**At home you could:**

Make playdough and use playdough tools with safety and control to manipulate the playdough to create different shapes and patterns.

Using playdough/saltdough can you make a different type of transport e.g. boat, train.

**How Can You Help at Home?**

**Name All Your Child's Belongings**

Please can we politely request that all your child's belongings are named. We recognise how frustrating it is if your child does not come home with their belongings. We do try our very best to ensure they come out of school with their belongings but if these are not named it is a very difficult quest - almost mission impossible with 30 children! Please ensure their name is on all clothing (including hats, scarves and gloves), footwear, bags, water bottles and lunch boxes.

### Independence

Please support your child to be able to dress and undress themselves; encourage them to get dressed/undressed at home including their socks, putting on their own coat and fastening this, putting on and taking off puddle suits and shoes/wellington boots.

Please can you support your child in learning to keep their belongings safe.

Please continue to support your child to develop their dinner table manners; eating with their mouths closed, using a knife and fork independently and leaving these placed together on their plate to show when they have finished.

### Home-school Reading Books

Home-school reading books need to be brought back to school each day in your child's reading folder as they will be reading to adults within school. Your child's reading book will be kept in school on a **Thursday** so that their new reading book can be **returned on a Friday**.



### School Reading Folder

Please can you bring your child's reading folder to school on a daily basis with your child's reading book in the folder as they will read throughout the week to different adults.

### Phonics and Key Words

Your child has brought home previous weekly phonic newsletters containing our weekly phonemes. Please do refer to some of the ideas we sent previously in our phonic newsletters, so that you can consolidate these phonemes with your child at home. Some weeks your child will bring home a new key word which we are learning in phonics. We appreciate your help in helping your child to consolidate previous words taught and to help learn new ones. Please keep consolidating reading these words in different contexts.

### Let's Celebrate Wall



We have a 'Let's Celebrate Wall' in class. This is where we post '**WOW**' moments. This is special information, such as achievement, behaviour, manners, about each child. We love to hear about the special times and things you do with your child at home and would love you to write these down

on one of our 'WOW' moment stars (These will be popped in your child's reading folder). Once completed please send back in your child's reading folder and we will share these at the end of each day and then display on our celebration wall.

### **Outdoor Clothing**

We access the outdoor environment on a daily basis for learning in all types of weather. Therefore, we do ask that your child comes to school in a waterproof coat and has a pair of wellington boots and puddle suit that they can keep in class. Please can you make sure all items of school uniform, coats and waterproofs are named.

### **Safety**

If your child is going to be collected from school by someone else apart from yourself, we do ask if you can please inform us. If we have not been informed, then your child will not be released until we have had confirmation from you, this is part of our safeguarding procedures.

### **Home learning**

#### **Reading**

Please keep reading with your child daily or at least 5 times a week, as this will really help to develop their phonic and sight knowledge.

#### **Phonics**

Please keep revisiting the previous phonic newsletters we have sent to help consolidate your child's phonic knowledge. You could find these phonemes in books/magazines or maybe use them to build words/sentences.

#### **Maths**

Please keep accessing the maths home learning we send during the term on evidence me. This will help to consolidate and embed your child's learning.

We have also included a few more ideas in each section of the overview for you to do at home. As always, please do send any home learning via evidence me.

If you have any worries or concerns, please do not hesitate to contact us in the **first instance via evidence me** and then via your child's class teacher's email. These can be sourced from the school website.

Many Thanks  
EYFS Team