



## Curriculum Information

Term: Term 6

Class/Year Group: Reception

<b>Inspiration/Theme:</b> Children in the Foundation Stage learn best and most effectively when they are given the opportunity to explore, investigate and learn about things that interest them. At The Mead School we give children the freedom to follow their own lines of enquiry by planning a skills based curriculum, based around a theme. This term our focus will be on the core texts and the themes of learning will evolve as the children show us their particular interests.			
Core texts/artefact/film	Provocation -Inspire, Immerse	Role-play	Investigation Station
	<p><b>Super Starter</b> Find a shiny scale – I wonder where this is from...? Go on a hunt, follow clues to find the Rainbow Fish.</p> <p><b>Marvellous Middle</b> Fishy Friday in cartons! Children to have a special lunch – this might be a picnic in the sunshine!</p> <p><b>Fabulous Finish</b> Beach day to celebrate all of our learning and our year in Reception.</p>	<p>We will have a fish and chip / beach shop / ice cream van! The children will help to make props such as salt dough chips! The children will continue to have access to a home corner and additional role play opportunities at home.</p> <p><b>Key questions</b> What can you see, how can you keep the ice cream cold? What do you think will happen if...? How do you know...?</p> <p><b>Key vocabulary</b> Sea, shell, fish, underwater, coral, anemone, crab, sea creatures</p>	<p>We will be investigating materials and talking about why they are fit for purpose. We will test materials and objects for whether they float and sink, or magnetic or not. We will also support the children to begin to conduct their own experiments following their interests.</p> 
Literacy	Mathematics		Communication and Language
<p><b>Outcome of learning:</b> We will continue to build on the skills the children have learnt in Term 5. Children will be writing phonetically plausible sentences. Children will be writing their own underwater story using a story map.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Segment to spell, remembering to use finger spaces, capital letters and full stops.</p> <p><b>Phonics (Read, Write, Inc)</b> The children are in groups, consolidating sounds, word building and writing letters and short words. They are starting to read simple sentences and stories.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Hear and say sounds in words. Begin to read simple words. Use some clearly identifiable words and letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p><b>Outcome of learning:</b> We will continue to build on the skills the children have learnt in term 5. We will develop our counting to 20 and apply this knowledge to numbers beyond 20. We will also begin to count in 5's and 2's and identify odd and even numbers.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Counting in 5s to 20. Counting in 2s- patterns of odd and even numbers. Counting to 20 and beyond and extend across boundaries (29-30, 39- 40). Begin to recognise odd and even numbers to 10.</p>		<p><b>Outcome of learning:</b> This term our focus will be on <b>listening and attention</b>. We will be working on maintaining attention and focus during appropriate activities. We will be having lots of circle times and discussions around transitions and preparing the children to begin their journey in year 1.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Expectations for transition Maintains attention and sits quietly during an appropriate activity</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p><b>Outcome of Learning:</b> We will be looking at what we can find under the sea and the difference in environment. We will look at maps to explore different seas and oceans around the world.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Look closely and make careful observations about patterns and change. Talk about some of the things they have observed such as plants, animals, natural and found objects. Comment and ask questions about the natural world or the place they live. Show care and concern for living things and the environment. Able to talk about the environment under the sea and compare it to their immediate environment.</p>	<p><b>Outcome of Learning:</b> This term we will be experimenting with different ways of moving, particularly focusing on practicing skills for sports day. We will also be developing our cursive handwriting style as we learn to hold a pencil correctly and begin to form letters in our handwriting sessions.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. Begin to show an understanding of what happens to our bodies when we exercise and to know why we need to exercise.</p>	<p><b>Outcome of Learning:</b> We will be developing the skills of model making using a mix of new and familiar materials including playdough, woodwork and clay. We will have a go at looking closely and trying observational drawing of shells, colour mixing and collage.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Explore colour and how colour can be changed Choose a particular colour for a purpose. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Constructing with a purpose for a planned outcome.</p>	<p><b>Outcome of Learning:</b> This term we will be working on developing our positive mindset. We will talk about our achievements, what we are proud of and our strengths. We will have ample opportunities for circle times and discussions to support the children's transition to Year 1.</p> <p><b>Key skills</b> <b>Children will learn to:</b> Talk about self in positive terms. Be confident to try new activities. Form positive relationships with adults and children. Confident to share their ideas during small group and whole class discussions.</p>
Playing and exploring- engagement		Active learning-Motivation	Creating and thinking critically
<p><b>Positive Relationships</b> <b>The adults will:</b> Explore, discuss and discover with the children new growth in their environment. We will encourage the children to explore their surroundings and talk about their observations.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> A stimulating classroom with lots of role play opportunities to act out and represent their familiar experiences. Outside we will provide opportunities for the children to explore the natural environment as well as adding extra resource as provocations and to extend their learning.</p>		<p><b>Positive Relationships</b> <b>The adults will:</b> Help children to talk about themselves in positive terms and recognise their own abilities. This will be done through our natural interactions with children and also through our circle times.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> An environment that allows children the opportunities to have time and freedom to become deeply involved in activities and supports the children's natural interests shown in their play.</p>	<p><b>Positive Relationships</b> <b>The adults will:</b> Always respect the children's efforts and ideas, so they feel safe to take a risk with a new idea. Encourage critical thinking and scaffold where appropriate. Ask open ended questions such as "tell me how you found that out?" to support and extend the children's learning.</p> <p><b>Enabling Environment</b> <b>Adults will provide:</b> A learning community which focuses on how, and what, we are learning. Opportunities to solve problems in the indoor and outdoor learning spaces.</p>
<p><b>Home School Learning</b> Weekly Home Learning: Children will have reading books sent home on weekly basis and we encourage children to read and be read to daily. Children will have red words (tricky e.g. the, was, said) to be practiced weekly (or via Seesaw). New words will be given when children can read these on sight.</p>			