

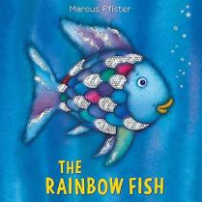
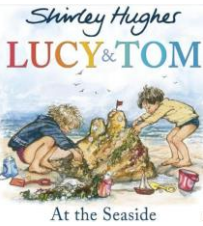
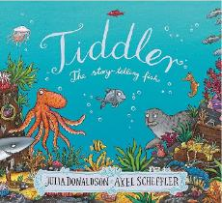
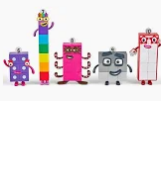



CURRICULUM MAP

Van Gogh



What a Wonderful World: On the Beach Summer B 2024

<p>Communication and Language</p>	<p>Listening, Understanding and Speaking</p> <p>We will continue to support the children’s developing vocabulary by introducing new words through our topics and through the Phonics, Literacy and Maths curriculum areas. We explain the meaning of new words in each of these areas and model these in our conversations in the classroom.</p> <p>Stories, rhymes and non-fiction books are used to help learning in many curriculum areas and the children are invited to talk about the characters, settings and key events and ideas in our reading sessions.</p> <p>We encourage children to share in our discussion times either with the whole group or with talking partners.</p>														
<p>Literacy</p>   	<p>Phonics</p> <p>Reception Summer 2</p> <table border="1" data-bbox="454 772 1433 1120"> <thead> <tr> <th></th> <th>Phase 4 graphemes</th> <th>No new tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>long vowel sounds CVCC CCVC</td> <td rowspan="5">Review all taught so far Secure spelling</td> </tr> <tr> <td>Week 2</td> <td>long vowel sounds CCVC CCCVC CCV CCVC</td> </tr> <tr> <td>Week 3</td> <td>Phase 4 words ending –s /s/ Phase 4 words ending –z /z/ Phase 4 words ending –es longer words</td> </tr> <tr> <td>Week 4</td> <td>root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</td> </tr> <tr> <td>Week 5</td> <td>Phase 4 words ending in: –s /s/, –s /z/, –es longer words</td> </tr> </tbody> </table> <p>Handwriting</p> <p>We will continue to use the Little Wandle letter formation sheets to consolidate the formation of letters and the children will be reminded to check their pencil grip: the tripod grip. The children will also be focussing on keeping their letters a similar size, and writing them on the line.</p> <p>Spelling</p> <p>We learn to segment words into sounds and count each sound to help spell words in our daily phonics lessons. Spelling also includes the spelling of tricky words.</p> <p>Writing</p> <p>We will be writing labels and captions for story maps, pictures and diagrams, and will begin to write longer sentences using the strategies we learn in phonics, based on the key texts we read and our topic focus. The children will be encouraged to leave spaces between their words and to begin their sentence with a capital letter and end it with a full stop. Our phonics lessons have a dictated sentence in our review lessons on a Friday which models this.</p>		Phase 4 graphemes	No new tricky words	Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling	Week 2	long vowel sounds CCVC CCCVC CCV CCVC	Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –z /z/ Phase 4 words ending –es longer words	Week 4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words
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<p>Maths</p> 	<p>Number-This half term we are consolidating our understanding of numbers within ten, which will include subitising numbers to 5, composition of numbers within 10, doubling and halving numbers and counting up to and beyond 10. The children will be introduced to a rekenrek, a tool we will use to support these skills.</p>  <p>Sharing and Grouping</p> <p>Children will begin to develop an understanding of sharing. They will investigate what sharing is and describe equal sharing as fair and unequal sharing as unfair. They will share practically for a purpose by having a number of objects to share between various people or groups. They will then develop their knowledge of equal and unequal groups to support them. They will group for a purpose and divide a set of objects by placing a certain number of them in each group and investigate how many groups they need in order to give out all their objects.</p>														



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<p>Understanding the World</p> 	<p>On the Beach This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the sun. Our trip to Hunstanton will support the knowledge and vocabulary which we will have covered in our lessons.</p> 
<p>RE</p> 	<p>'How can we care for our wonderful world?' lays foundations for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share. In school we will create a WOW wall of all the things we find amazing about the natural world, how we can look after our environment, and how people across the world come together to do this, by learning about a Rwandan community of people.</p>
<p>Expressive Arts and Design</p> 	<p>Our classroom now has a 'deconstructed role play area' which enables the children to choose from lots of different resources to enable them to follow their own interests. This week already, they have created their own gallery of artwork complete with price tags!! We will continue to use a variety of different media, and will use Monet's beach pictures to create our own beach paintings, as well as natural beach objects to create transient art pieces. Our songs will have a seaside theme!</p>
<p>PD</p> 	<p>We are now on Level 3 of the Fizzy Programme which supports development of coordination, balance and ball skills. This takes place weekly, and the activities are repeated throughout the week. PE lessons on a Monday will focus on fundamental skills; throwing and catching a ball, playing team games and using apparatus such as hoops, quoits and beanbags. PE lessons on a Friday will have an athletic focus as we think about the gross motor skills needed to take part in Sports Day. We will also cover the topic 'Move it!' This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.</p> 
<p>PSHE</p> 	<p>We will continue having a class daily helper. Their jobs include organising the snack for our rolling snack time, taking the register to the office and other general jobs in the classroom. As we think about the children's transition into Year 1, the children will be encouraged to be as independent as possible; to put their shoes away when they change into wellies, hook up their coats after play and independently change their books. Please continue to encourage independence at home especially around packing their school bag as they often struggle with this in school. Our two units this half term are 'Keeping Safe' and 'Our bodies and growing up'. Keeping Safe includes being able to say 'No!' if they feel unsafe or unsure about something, being able to tell people who care for them if they feel worried or upset, understanding some reasons why people use medicines and being able to give some safety rules relating to medicines. Our second unit includes being able to talk positively about some of their body's capabilities and being able to name a private body part using scientific vocabulary.</p> <p>Moving On</p>




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	<p>We will celebrate the children's successes throughout their Reception year. We will explore how they have grown and changed and will support them with the changes to come as they move into Year 1.</p> <p>The children will have opportunities to work with their new classroom adults and will have the opportunity, as the term comes to an end, to be in their new learning spaces.</p> 
<p>Please remember</p>	<ul style="list-style-type: none">• Water bottles need to be in school on Monday and will be returned home on Friday• PE kit on a Monday for fundamental skills, and Friday for Athletics• As the days get warmer, please remember to send in a sun hat, and apply sunscreen before school, as we are unable to apply it in school.• To log on to Mathletics to do the tasks set. (There may not be a task every week, as sometimes the content does not align with what we are doing) The White Rose App, also supports the skills of subitising and number bonds within 10.• To regularly practise the phase 2 and 3 sounds and tricky words for Phases 2, 3 and 4• To read the eBook set each week on a Friday. Little Wandle suggest reading the book three times following reading in class to support fluency• To encourage your child to change their shared reading book every day. We have a selection of both fiction and non-fiction books for the children to choose from.