

MOORLANDS PRIMARY SCHOOL

**FOUNDATION STAGE CURRICULUM NEWSLETTER
RECEPTION YEAR
Summer Term**




At Moorlands we strongly believe in the partnership between school and parents in each child's learning.

Each term we shall send home a curriculum newsletter outlining the work your child will be covering in that term.

The **Early Years Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding of the World; Expressive Arts and Design.

MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topics.

Summer 1
Superheroes
<p>In this topic children will learn about both fictional and real life heroes, such as fire fighters, doctors and people who help in families and the community. The children will have opportunities to learn about the different occupations and 'role play' these jobs. We are intending to give the children chances to explore forces, such as magnetism, as well as investigate the best instruments for sirens. The children will learn about Pop Art and have the chance to create their own art work in the style of Lichtenstein as well as write their own superhero stories. We hope the children will enjoy writing their own secret messages and cracking number codes too!</p>

Music
<p>Big Band: In Music we will look at what instruments are and make our own instruments. We will then explore the different families and sounds of the instruments in the orchestra.</p>

COMMUNICATION, LANGUAGE AND LITERACY

Summer 1

This term the children will continue to learn about the Language of Communication and Thinking, Linking Sounds and Letters, Reading and Writing through **stories and rhymes with predictable structures and patterned language, non-fiction texts, ICT and a range of cross-curricular activities.**



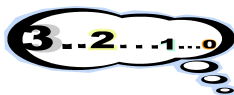
The children will receive regular **homework** related to the **phonics** to enable them to practise the sound learnt that week; they will be learning as well as to recognise **red words** and ask that you continue to practise these regularly at home. It is very important that children **read** at home at least four times a week; daily if possible is great. Children will continue to bring home phonics books weekly as well as have weekly trips to the library. It is also important for the child to practise tracing, copying and **writing their name** regularly. We are aiming towards writing and reading simple sentences. When writing children should be able to write words phonetically and include some of the red words they know too, spelling them correctly.

MATHEMATICS

Summer 1

The children will revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will be given further opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it. While consolidating their understanding of the word pattern embedded within most of our number names, the children will also be given opportunities to hear and practise key differences in the number names e.g. between ‘teen’ and ‘-ty’ numbers.

A key area of focus this week will be to develop confidence in counting strategies, including counting on from different starting numbers. The children will also consider strategies for counting larger numbers of objects, including those that cannot be moved. During classroom routines, the children will be given further opportunities to hear, and join in with, counts beyond 20. Adults should continue to draw attention to the pattern of the counting numbers beyond 20. They will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Children will be developing their understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. Children will consolidate their understanding of the composition of 5 (number bonds) and practise recalling the parts of 5 when 1 part is not visible. In addition, the children will have an opportunity to build on previous work on the composition of 6 and 7 as ‘5 and a bit’, and see that both 8 and 9 can be composed as ‘5 and a bit’. Then begin to explore how 10 can be composed. They will also develop a sense of the ‘ten-ness of 10’ by making their own collections of 10 objects.



They will continue to develop their ability to name and sort common 2-D and 3-D shapes and to recognise and create simple symmetrical patterns.

Summer 1

Religious Education

This half term our RE topic is 'Special Places' and will be learning about the concept of Specialness (places). We start by reflecting on what the children think 'special' means and allow them the opportunity to express ideas about their own special place. We think back on special memories and talk about what makes places special. We then move on to understand that different faiths have different places of worship and our discussions then take us to Churches and Mandir and how Christians and Hindus have their own special places of worship. Children are taught about the different features of churches/ temples and how some people replicate these in the home in forms of decorations etc. The children then reflect back on to what their own special place is and why.



Jigsaw (RSHE)

The theme this half term is 'Relationships'. Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.

At home they can think about:

- Who is in your family?
- What jobs do mummy / daddy do around the house?
- Who are your friends? How do they make you feel?
- What do you do if your friend makes you upset?
- Can you tell me about a time when you felt angry – what happened to stop you from feeling angry?
- How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?

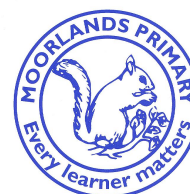
Key Vocabulary

Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.



Thank you for your continued support.

Miss Nash and Miss Dobson



Topic Key Vocabulary – Superheroes

<p><u>'People that help us'</u></p> <p>Police officer Firefighter Lifeguard Security guard Vet Doctor Nurse Teacher Paramedic Lunchtime supervisor Mechanic Librarian Emergency vehicles (look at previous transport topic) Save Rescue Emergency 999 Services</p>	<p><u>Superheroes</u></p> <p>Super powers: Teleport, Laser, Invisibility, Camouflage, Fire, Ice Hero Heroine Villain Save Help Rescue Mission Trap</p>
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Maths Key Vocabulary

<p><u>Number bonds</u></p> <p>Recall Number facts Number line Pair Part-whole model</p>	<p><u>Weight</u></p> <p>Heavy, light, heavier, lighter, heaviest, lightest, compare, order, weigh, scales, balanced, equal, same, weight</p>
<p><u>Adding and subtraction</u></p> <p>Add More Plus Increase Total, makes, equals Sum Altogether Number sentence Subtract Minus Less Decrease Take away Difference Fewer Leave</p>	<p><u>Doubles and halves</u></p> <p>Double Twice Same again/same Equal (Same) Even (same) Multiplied by two Two times Two lots of Halve Split into two equal parts Share Half of Each</p>