

## PARK SCHOOL PARENTS' CURRICULUM FORECAST

### LENT TERM 2025 IN RECEPTION

#### PLEASE READ THIS IN CONJUNCTION WITH THE PARENTS' HANDBOOK

This term, we will continue to develop each child's **Communication and Language** skills. Children will understand how to listen carefully and why listening is important. Through topic work and discussions, they will learn and use new vocabulary and be encouraged to ask questions to find out more. They will begin to articulate their ideas and thoughts in well-formed sentences and start to connect one idea or action to another using a range of connectives. Through 'Show and Tell', the children will use pictures sent from home to describe events in some detail to their peers. They will continue to use talk to work out problems and organise thinking and activities, and to explain how and why they might happen. All children will engage in story-times with fiction and non-fiction texts, and the teachers will re-read selected stories to build familiarity and understanding. We will continue to listen carefully to and learn rhymes and songs.

**Personal, Social and Emotional development** will continue to be a large part of the children's curriculum. We will encourage the children to see themselves as valuable individuals and build constructive and respectful relationships. They will be prompted to express feelings and understand the feelings of others when required. They will demonstrate increasing resilience and perseverance in the face of challenge and identify and moderate their own feelings socially and emotionally. They will more readily think about the perspectives of others and be taught and encouraged to manage their own needs with increasing independence.

Regarding the children's **Physical Development**, we will provide activities and taught sessions in order to target both your child's gross and fine motor skills. They will revise and refine fundamental movement skills, progressing towards a more fluent style of moving. They will also develop their overall body strength, co-ordination, balance and agility. They will begin to use core muscle strength to develop good posture. Children will be equipped with the skills to use a range of tools competently, safely and confidently and further develop the skills they need to manage the school day successfully.

In **Literacy**, we will continue to establish children's confident recognition of letters and begin to introduce Phase 3 graphemes and digraphs. Those children not yet blending will be supported to do so, reinforced with games and books sent home. Children will continue through our reading scheme at their own pace and teachers will continually assess and adapt reading material where necessary. Children will also begin to link the sounds they have learnt to the letter name and start to refer to it as that. In their writing, the children will begin to form lower and upper case letters correctly and develop their segmenting skills in order to write phonetically plausible sentences using appropriate grammar. The children will be encouraged to re-read what they have written and check for capital letters, full stops and finger spaces.

**Expressive Arts and Design** will include a wide variety of different media, making pictures and models to link with topic work and following their own lines of enquiry. Not only will children develop their own personal skills and imagination but they will also develop the skill of working creatively with a partner or within a small group. Opportunities to explore, use and refine a variety of artistic effects will be constantly available in the children's child-initiated time.

In **Maths** the children will continue with their practical work, reinforcing their knowledge of numbers 0-10, more than and less than, and matching words and numbers. They will learn to recognise and name simple 2D and 3D shapes and use increasingly sophisticated mathematical language in relation to length, height and time. We will also be exploring the composition of numbers to 10 and begin to recall number bonds and facts for numbers to 5. We will develop the children's skill of 'subitising' through daily counting tasks and games.

**Understanding the World** will form another key part of our curriculum this term and children will be asked to consider the world around them – both above and under the clouds! We will discuss changes in the weather, experiment with ice and talk about animals and new life, supported by our trip to Farmer Palmers. We will also be

readily involving the children in scientific exploration and discussion ... from planting seeds to recycling to looking at maps of our local area to considering space, gravity and rocket ships!

The children will use the Computer Suite for language and number reinforcement through interactive games. They should become more confident at keyboard skills as they use various language and numeracy software programs. Children's **ICT** skills will also develop through use of a SMART board, beebots and digital video cameras.

In **Music** the children will explore loud and quiet sounds with Mrs Collins, by singing songs, listening to music and joining in with musical movement activities about snowflakes, hibernating animals and stormy weather. They will also learn about high and low sounds, when singing about popcorn and Jack-in-the-Boxes! The children will also sing seasonal songs to celebrate various festivals and events during the term, such as Chinese New Year, Mothers' Day, Spring and Easter.

The children will continue to have one **Religious Education** session each week. Across the year, they learn about different religions and are prompted to consider key questions and draw on their own experiences. This term, our curriculum covers Hinduism and Christianity and answers the key questions 'How do people celebrate?' and 'What is Easter?'.

**Time to Thrive** - the children will take part in regular sessions to teach them how to relax and breathe correctly; how to deal with stressful situations and feelings. They will also learn to develop their collaborative skills through teamwork challenges. These skills and strategies are then imbedded if or when they are needed in the future

If you have any questions about this document or other matters, please see Mrs Moyse-Bartlett, Mrs Beardsley or Mrs Hodgson.