

## Curriculum Information

Term: Term 5

Class/Year Group: Reception

<p><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 River 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.</p>			
<b>Core texts/artefact/film</b>	<b>Provocation -Inspire, Immerse</b>	<b>Role-play</b>	<b>Investigation Station</b>
	<p><b>Super Starter</b> We will go on a ‘signs of spring’ welly walk around our school grounds to discover changes and new life and growth. Which animals and plants might we discover?</p> <p><b>Marvellous Middle</b> A mysterious parcel arrives with some peculiar seeds- let’s see what they grow in to!</p> <p><b>Fabulous Finish</b> We will be learning to retell the story of Jack and the Beanstalk which we hope to share with you all.</p>	<p>We will have ‘Jack’s House’ where the children can re-enact the story. We will have a ‘Garden Centre’ where we will grow and sell plants.</p> <p><b>Key questions</b> What can you buy in the shop? How much does it cost? Can you write down an order? How do plants grow? How do you plant a seed?</p> <p><b>Key vocabulary</b> Flowers, plants, seeds, soil, sunlight, growing, growth, vegetables, fruits.</p>	<p>We will be investigating how to grow plants and flowers. We will be digging and planting different seeds in compost.</p>
<b>Literacy</b>	<b>Mathematics</b>		<b>Communication and Language</b>
<p><b>Outcome of learning:</b> Children will be learning the story of ‘Jack and the Beanstalk’ with actions in the style of ‘Talk for Writing’ and then writing their own versions of the story. The children will also make their own diary of the growth of a bean.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Understand and use structures of stories in their own writing and storytelling. Use their knowledge of sounds to write words, including some multisyllabic words. Start to show an awareness of simple punctuation such as 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 previous terms including the new skills of partitioning and sharing numbers into more than 2 sets and exploring addition and subtraction word problems. We will continue to explore numbers in different ways using different methods and resources both inside and outside the classroom. We will also explore measure and different apparatus to measure.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Use everyday language to talk about distance (and length). Compare objects by length and to solve problems. Solve problems involving addition, subtraction and sharing.</p>		<p><b>Outcome of learning:</b> This term our focus will be on <b>speaking</b>. We will focus on the language of prediction (I think...because) to talk about what we notice happening outside as the season changes. We will use language of prediction when we are thinking about what will happen to the seeds we plant.</p> <p><b>Key Skills:</b> <b>Children will learn to:</b> Use more complex sentences to link thoughts, e.g. <i>using and because</i> when we are talking about growth. Ask questions about why things happen and give explanations. Asks e.g. <i>who, what, when, how</i>. Use talk to organise, sequence and clarify thinking. Develop vocabulary linked to plants and growth. E.g. root, stem, leaf. Use the language of prediction – ‘It will... I know this because... I think it will...’.</p>

Understanding of the world	Physical development	Expressive arts/design	Personal, social and emotional development
<p><b>Outcome of Learning:</b> We will create a published book about growing our own beans. We will be exploring the changes in spring in terms of environment, weather and animals we see.</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. Develop an understanding of growth, decay and changes over time. Comment and ask questions about the natural world or the place they live. Show care and concern for living things and the environment.</p>	<p><b>Outcome of Learning:</b> We will explore controlling a ball with different apparatus and develop the skill of control when striking. We will observe the effects of exercise and the positive effects it has on the body. 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 looking at shades of green and colour mixing to create different leaf colours. We will create the front covers of our bean diaries. We will also be looking at the work of various artists who specialise in painting and drawing flowers and plants.</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.</p>	<p><b>Outcome of Learning:</b> This term we will be focussing on describing ourselves in positive terms and talking about personal abilities and how they might be different to other children.</p> <p><b>Key skills</b> <b>Children will learn to:</b> Talk about self in positive terms. Be confident to try new activities. Choose the resources they need for their chosen activities and say when they do or don't need help.</p>
Playing and exploring- engagement		Active learning-Motivation	
<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, such as having bug hunting equipment available.</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>			