

Out of
the egg

Curriculum News Summer 1

Ssshhhh...



Out of the egg

Our topic began when Mr Morrissey sent us a basket of eggs and asked us what we knew about eggs?

Our learning journey will continue as we have real eggs to look after in our classroom. **Here are some questions we will be asking:**

What comes out of an egg?

How many different ways can we eat eggs?

What is a healthy breakfast?

How do we care for eggs and chicks?

How do illustrators draw chicks?

Why do we need an incubator?

How do eggs change when they are cooked?

Where do chickens live and what do they need?

Out of the egg

There are many ways in which we will be enriching the curriculum this term.

- * Looking after eggs
- * Looking after what comes out of the eggs.
- * Tasting eggs cooked in different ways.
- * Sharing our learning with our friends

Reminders:

- * Book bags must be brought in daily.
- * Please keep guided reading books in the book bag, as we read with the children on different days each week.
- * Homework is set on the Learning Zone each Thursday.
- * Water bottles, coats and hats should be in school every day. The children are regularly refilling their water bottles up at school.

As we approach the end of Reception we will be assessing your children using The Early Learning Goals. These are statements set out in The Early Years Framework about what your children should be able to do by the end of their time with us. However, we also need your help to ensure we see the holistic child. Please complete the form that will be sent home next week, in your child's book bag and return it to us by half term. A copy of the Early Learning Goals will be attached to the form.

We will provide you with a written report at the end of the Summer term with our judgements.

We would ask you to continue to practise the red word lists at home as this will help with their reading progress. We would also like you to begin asking your children to spell these red words too.

If you think your child is ready for the next list please do let us know as we try to check all children every week. If you would like to volunteer to come in and help with this, then please arrange in the office to gain a DBS safeguarding certificate.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

How can you join in?

- * Please read with your child daily making at least weekly comments in the CAPER diary
- * play word games related to reading/spelling lists
- *Continue to make regular observations on the ILD

If you want to do more, here are some ideas ...

EXPLORE TOGETHER

- <http://www.ictgames.com>
- <http://www.oxfordowl.co.uk/for-home>

DO TOGETHER

- Play games, do jigsaws
- Use construction toys to build a hen house
- Draw, paint or collage different creatures that come out of eggs
- Look for signs of Summer

READ TOGETHER

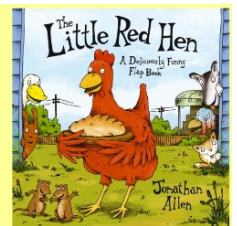
Any stories about eggs - non-fiction and fiction including:

- Green Eggs and Ham** and other Dr Seuss books
- Rosie's walk** by Pat Hutchins
- Daisy and the Egg** by Jane Simmons
- The Ugly Duckling**

Summer 2

Fantastic Farms

In our final half term we will be learning all about farms, what we eat and how things grow. This will include visiting 2 local farms. We will need 2 parent helpers per class. Please let the office know if you are interested in joining us and hold a current DBS certificate. And, we will be preparing your children for transition to year 1.



Why do we have farms?

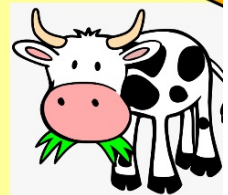
What does a plant need to grow?

What shapes can I use to make a tractor?

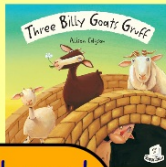
What grows on a farm?

What animals live on a farm?

Where does food come from?



Curriculum News Summer 2



We will taste breads from around the world and make our own rolls.

We will visit Year 1 and explore the area in preparation. We will look at similarities and differences.

How can you join in?

Please help your child learn their mastery words and listen to them read daily.

PRACTISE TOGETHER

- Writing letters and numbers
- Segmenting and blending
- Recognising numbers to 20

DO TOGETHER

- Taste a variety of cooked and raw vegetables
- Visit a farm
- Draw, paint or collage farm animals
- Visit the library and find out about farms

READ TOGETHER

Any farm stories and Fairy Tales including:

Farmer Duck
Any Osborne Farmyard Tales
The Three Little Pigs
The Three Billy Goats Gruff
The Little Red Hen

Reminders:

- Book bags with guided reading books must be brought in daily.
- Letters are sent home on Thursday afternoons.
- Homework set on Learning Zone on ILD on a Friday.
- Water bottles and hats should be brought to school every day.
- Due to the unpredictable weather please ensure your child has a coat in school at all times. In warm weather a lightweight rain coat can be kept at school.

Curriculum News Summer 2

Please come and speak to us if you have any questions or something to tell us about your child. Mornings are busy but you can leave a message at the school office and we are always available to speak to you after school.

Please ensure you let the office know of any changes to addresses, circumstances, phone numbers etc.

Thank you for your continued support.

Dates for your diary:

Duck Class assembly Friday 1st May 9am

Hen Class assembly Friday 12th June 9am

Early Years Farm Trip Wednesday 17th June

FAB summer fair Friday 26th June 3.30-5.30

Early Years Sports Day Tuesday 7th July in the afternoon - entry from 1.15pm

Wednesday 1st July - meet new teacher on playground

Tuesday 21st July - Last day of term.

