



CURRICULUM NEWS OAK CLASS

SUMMER TERM 1 2025

In Reception, we follow the early years foundation stage (EYFS) which is all about how children learn, as well as what they learn, and it sets standards for the learning, development and care of your child from birth to five years of age.

The EYFS framework is based on four principles;

- ★ Every child is unique, is constantly learning and can be resilient, capable, confident and self-assured.
- ★ Children learn to be strong and independent through positive relationships.
- ★ Children learn and develop well in enabling environments.
- ★ Children develop and learn in different ways and at different rates.

These principles aim to foster children who are;

- ★ Strong - understanding who they are, developing a sense of self assurance and learning to belong.
- ★ Skilful Communicators - learning to talk as well as listen.
- ★ Competent Learners - developing creativity and imagination.
- ★ Healthy - keeping mind, body and spirit happy and healthy.

Within the foundations of the EYFS structure, there are seven areas of learning, three prime areas and four specific areas. New changes to the curriculum have enabled a more child driven approach, where their interests and ideas are prioritised so that your child can develop holistically, their skills and talents can be explored and learning they find challenging can be supported. Teaching changes weekly depending on what stages of development the children are at and learning topics are mostly led by the children's interests.

Best Wishes from,

Miss Lee and Miss Thomas



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| <p><u>Personal, Social and Emotional Development</u></p> <p>PSED skills are taught and learnt daily. As part of our weekly wellbeing curriculum, we are going to be reading 'Oliver's Vegetables' which links beautifully with our enquiry this term 'Where does our food come from?'. Our wellbeing curriculum will cover healthy foods, healthy diet, where food comes from, why we should drink water and why we should exercise.</p> <p>To support confidence with daily routines and transitions, we will continue to use our whole class visual timetable and now and next board.</p> <p>Weekly role play sessions are taught to promote positive behaviour and making good choices. We are learning how to listen to advice about how to resolve disagreements and cooperating with others by listening and sharing our ideas. We are also learning how to independently manage our needs by dressing ourselves and making healthy choices.</p> | <p><u>Communication and Language</u></p> <p>We are currently developing our communication skills so that we can hold conversations when we are engaged in back-and-forth exchanges with teachers and peers.</p> <p>We will continue to use our class puppet theatre to retell familiar stories such as 'Rapunzel' and 'The princess and the frog'.</p> <p>We will be learning lots of new vocabulary around our 'Where does food come from?' enquiry. Some of the new words we will be learning are – <i>diet, dairy, protein, seeds, roots, stem, exercise, hydrate and dehydrate</i>.</p> | <p><u>Physical Development</u></p> <p>Fine motor skills like pencil grip are constantly supported through activities in the classroom like threading, playdough and using tweezers. We are continuously practising the formation of our letters in preparation for Year One. We are still practising the curly letters and learning that all these letters can be formed from a 'C'.</p> <p>Cutlery skills are being heavily modelled now so that children know how to use their knife and fork correctly. For some children, we are beginning to encourage them to cut their own food up.</p> <p>In PE, we will be developing our hand ball skills. We will be learning how to send and receive balls with a range of different throws and catches. These include; rolling, bowling, underarm, chest pass (using different types of balls).</p> | <p><u>Literacy</u></p> <p>Literacy is taught daily to promote reading, writing and comprehension skills. The fairytales we are focusing on this term are- <i>Rapunzel and The Princess and the frog</i>. Our 'Write stuff' book will be based on 'How to make a chocolate mug cake'. This will support the children's writing and reading skills with ingredients and recipes. It links with our food enquiry too.</p> <p>Stories are read three times a day to the children; during snack time, maths and at the end of the day.</p> |
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| <p>Expressive Arts and Design</p> <p>Children are always encouraged to explore materials freely, to develop their ideas about how to use them and what to make. This term we are continuing our woodwork curriculum. We will start by learning the basic skills needed to hold our tools and hammer nails into wood.</p> <p>We are adopting the enquiry curriculum this term and our big question is 'Where does food come from?' We will be exploring art using fruit skin, stamping, plaster of Paris and collage.</p> <p>Weekly music and dance sessions teach important skills such as rhythm, pitch, expression and confidence.</p> | <p>Phonics</p>  <p>This term we will be learning the following digraphs: Oi, ear and ure. Then we will be consolidating all of our sounds.</p> <p>Every half an hour phonics lesson provides the opportunity for the children to orally blend and segment, practice letter formation, pronunciation and reading.</p> <p>High frequency words will continue to be practised, and the children will be tested weekly on their recognition of the words. Once the children can read the set, they will be given the next set to take home and continue practising.</p> <p>Children should be able to read and write the following high frequency words, by the end of this term: <i>said, was, are, so, all</i>.</p> | <p>Understanding the World</p> <p>Our overarching topic for this term is food (fruit and veg).</p> <p>Our learning will explore growing fruit, tasting fruit and veg, writing recipes and cooking a simple recipe.</p> <p>Our RE big question is- <i>What makes something special?</i></p> | <p>Mathematics</p> <p>Our maths topics are as follows:</p> <p>To 20 and beyond</p> <ul style="list-style-type: none">• Building numbers beyond 10• Continue patterns beyond 10• Verbal counting beyond 20• Verbal counting patterns <p>How many now?</p> <ul style="list-style-type: none">• Adding and takeaway |
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