



# CURRICULUM NEWS OAK CLASS

## SUMMER TERM 2 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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<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>	<u>Literacy</u>
<p>PSED skills are taught and learnt daily. As part of our weekly wellbeing curriculum, we are going to be reading 'The jar of Happiness' by Aisla Burrows. The children will be learning to explain what makes them feel happy and sad and how to manage these feelings. By this point in the year, we want all children to be showing sensitivity towards their own and others' needs so this term we are going to be trying to look at things from our friends' perspectives as well as our own.</p> <p>Kind hands and privacy over our bodies is a learning point that we are reinforcing at the moment. Children are learning how to behave sensibly in the toilets and the playground and how to respect each other's bodies. They are beginning to understand the difference between appropriate and inappropriate touch.</p>	<p>We are currently developing our communication skills so that we can offer clear explanations for why things might happen, making use of new vocabulary that has been taught.</p> <p>We will be learning lots of new vocabulary around our 'Where can we go?' enquiry. Some of the new words we will be learning are – direction, maps, compass, North, East, South, West.</p> <p>Daily classroom inputs encourage children to discuss their ideas, speaking in full sentences.</p>	<p>Fine motor skills like pencil grip are constantly supported through activities in the classroom. Children are always encouraged to form their letters correctly and this is modelled daily.</p> <p>Most children should be having a go at cutting their food up independently by now, but this is still modelled and encouraged daily.</p> <p>In PE, we will be developing our striking skills. We will be exploring how to strike with cricket bats, tennis rackets and hockey sticks.</p>	<p>Literacy is taught daily to promote reading, writing and comprehension skills. Our 'Write stuff' book will be based on 'Katie and the sunflowers'.</p> <p>Stories are read three times a day to the children; during snack time, maths and at the end of the day.</p> <p>During story time, children's comprehension skills are developed through specific questioning tailored to their needs. We are working on making predictions, anticipating key events, explaining new vocabulary and making connections between text and pictures.</p>



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<p><b>Expressive Arts and Design</b></p> <p>Children are always encouraged to explore materials freely, to develop their ideas about how to use them and what to make.</p> <p>As part of our enquiry 'Where can we go' we will be doing lots of junk modelling around vehicles and roads.</p> <p>Weekly music and dance sessions teach important skills such as rhythm, pitch, expression and confidence.</p>	<p><b>Phonics</b></p>  <p>This term we will be consolidating all our sounds, digraphs and trigraphs. Children will be practising to read and write CVCC words. Children will be encouraged to write in full sentences, trying to adopt finger spaces and re-reading their work to check it makes sense.</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: was, are, so, do, have, going, pull and all.</p>	<p><b>Understanding the World</b></p> <p>Our overarching topic for this term is travel. Our learning will explore map work, direction and compass points. We will be looking at machines, vehicles and roads.</p> <p>Our RE big question is- <i>What makes a place special?</i></p>	<p><b>Mathematics</b></p> <p>Our maths topics are as follows:</p> <p><b>Visualise build and map</b></p> <ul style="list-style-type: none"><li>Identify units of repeating patterns</li><li>Replicate and build scenes and constructions</li><li>Visualise from different positions</li><li>Explore mapping</li></ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"><li>Deepening understanding of all mathematical concepts taught this year</li></ul>
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