



Clipstone Brook Lower School
Curriculum Newsletter Term 6
Reception

Belong
Thrive
Learn

Welcome to Reception at Clipstone Brook Lower School. As we enter the final half term of your child's first year in school, we reflect on all of their learning and prepare them for the transition to Year 1. The children will have a transition session in school where they will have the opportunity to meet their new teacher and see their new classroom.

Term 6 is packed with diary dates, with Sports Day to end of Year Performances, so please keep an eye on for these dates on the weekly blurbs and bulletins.

<p>Maths</p> <ul style="list-style-type: none"> To use and describe positional language. To describe how a scene changes when viewed from different positions and heights. To give instructions to a partner to build something. To explore and understand maps. To represent maps with models. To create own maps of familiar models. To deepen understanding and solve number stories and problems. To explore relationships between numbers, shapes and patterns. To write numbers to 10 correctly. To recall number bonds to 10. <p>Science</p> <p>Comparing different animal habitats (rainforest, arctic, ocean...).</p> <p>Comparing different animals.</p>	<p>Expressive Arts & Design</p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form and function. To share our creations and explain the process we have used. Perform songs, rhymes, poems and stories with others and try to move in time with music. <p>RE</p> <ul style="list-style-type: none"> Which religious stories are valued and why? <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> Changing Me Transition work 	<p>Reading</p> <ul style="list-style-type: none"> To demonstrate an understanding of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 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.
<p>Writing</p> <ul style="list-style-type: none"> To write simple phrases and sentences that can be easily read by others. To spell words by identifying the sounds in them and represent the sounds with a letter or letters. To write recognisable letters, most of which are correctly formed. To use capital letters, finger spaces and full stops when writing. To use conjunctions such as 'and' & 'because' to extend simple phrases and sentences. To re-read what I have written to check that it makes sense. 	<p style="text-align: center;">Key Reminders</p> <ul style="list-style-type: none"> PE day is on Monday. Bring a hat/cap for PE as the field is very exposed. Toys are NOT to be brought into school. Reading records are checked every Monday (Squirrels) and Tuesday (Rabbits). Children must read a minimum of 3 times a week and their reading records must be filled in. 	<p>Understanding of the World</p> <ul style="list-style-type: none"> Simple mapping skills Transportation of fruits and vegetables. History of the seaside. Travel changes through time (boats, planes...) and how the modes of transport have changed over time.