

Maryland Primary School



Learning in



This booklet provides information for parents and carers about your child's year in Maryland Primary School based on the National Curriculum.

Any extra support you can provide in helping your children towards these is greatly valued.

If you have any queries regarding the content of this learning booklet or want support in knowing how best to help your child, please talk to your child's teacher or a member of the Senior Leadership Team.



MARYLAND CURRICULUM
BASED ON THE NATIONAL
CURRICULUM

RECEPTION
AUTUMN

Maths

- Exploring numbers to 10
- Number bonds to 5
- Counting to 10
- One more/one less
- Time
- Sorting groups

Physical Development

- Dressing/undressing for PE
- Exploring movement
- Ball games
- Developing my pencil grip
- Using cutlery

**Understanding the World
History/Geography**

Who's in your family? What you couldn't do as a baby that you can do now?

RE

Celebrations: Diwali; Christmas

Science

Using my senses in hands-on exploration of changes in the natural world (seasons)

Technology

Becoming familiar with parts of a computer



Welcome
to
Reception

**Expressive Art and Design
Art**

Self-Portraits

Design

Textiles: Our Fabric Faces

Music

Using our voices and instruments to explore and create music.

Learning and performing a variety of nursery rhymes.

Communication and Language

- Developing confidence to talk in class discussions and in small groups
- Talking about people who are important to me
- Developing my listening skills when having conversations or being read to

English

- Practise my letter formation
- Writing my name
- Learning set 1 sounds (Read Write Inc.)
- Starting to blend sounds together to read simple words
- Listening to, retelling and sequencing traditional tales

**Personal, Social and Emotional
Development**

- Settling in
- Following rules
- All about me- What makes me unique? Exploring similarities and differences
- Discussing feelings
- What makes a good friend?
- Health and hygiene

RECEPTION SPRING



Maths

- Number bonds to 10
- Zero
- Doubling & halving to 10
- Comparing groups to 10
- Positional language
- Addition & subtraction
- 2D & 3D shapes

English

- Blending and segmenting CVC words
- Using phonic knowledge to label pictures and write short sentences
- Writing recognisable letters

Expressive Art and Design

Nature Printing (Eco Printing)

Printing/Textiles

Design and Technology

Eat More Vegetables (Dips and Dippers)

Cooking and Nutrition

Music

Explore: family, friends, people and music from around the world

Communication and Language

- Participate in small group, class and one-to-one discussions, offering their own ideas
- Beginning to talk in longer sentences, using new vocabulary
- Listening to longer stories and remembering what happens.

Understanding the World Exploring our outdoor areas **History/Geography**

Roles and responsibilities through stories

RE

Celebrations: Lunar New Year; Passover; Easter; Eid

Science

Plants

Science week - exploratory experiments

Computing

Giving instructions and using technology

Personal, Social and Emotional Development

- Talking about our feelings
- Showing confidence to try new things
- Forming good relationships with their peers and adults

Physical Development

- Dance - Nursery Rhymes
- Gymnastics - Wide, narrow, curled

Maths

- Patterns
- Doubling, halving and sharing to 20
- Counting to 20
- Length, height and distance
- Weight
- Capacity
- Odds and evens

English

- To write simple sentences that can be read by others
- To read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words
- Demonstrate understanding of what has been read to me and anticipate key events in stories

Physical Development

- Using large apparatus
- Preparing for Sports Day
- Games

RECEPTION SUMMER



Communication and Language

- Develop my own narratives and explanations by connecting ideas or events
- To answer 'how' and 'why' questions about my experiences and in response to stories or events.
- To offer my own ideas, using a wider range of vocabulary.
- Listening attentively and respond to what I hear

Understanding the World

Exploring the nature garden and beach- changing seasons

History/Geography

Journeys -

Exploring our local area

Where do we go on holiday?

RE

Stories and what they tell us

Celebrations: Eid

Science

Life cycles - butterflies

Computing

Programming and data handling
(sorting items)

Personal, Social and Emotional Development

- People who help us
- Keeping clean
- Stranger danger

Expressive Art and Design

Colour Creations

Painting

Design and Technology

Construction: World Structures

Music

Singing nursery rhymes and learn
and perform 'Big Bear Funk'

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.

Reception: Literacy Early Learning Goal (ELG)

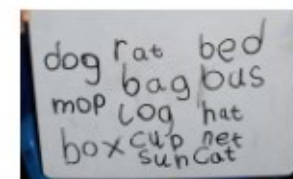
Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Maryland Primary School
Reception Writing Goals
I can ...

Write my letters correctly.



Use fred fingers to help me spell words.



Write on the line, starting at the beginning.



Write on the line ✗

Write on the line! ✓

Write simple sentences and begin to use a capital letter (C), finger space and a full stop.



The cat sat on a mat.



She will sit with her twin.



The frog got a hot pot.



Reception Maths

1.Count verbally to 20 and beyond

2.Count reliably at least 10 objects

3.Read, write and order numbers from 1 - 9

4.Estimate the number of objects and checking by counting

5.Say the number 1 more/less to 10

6.Use the terms more/less to compare two numbers

7.Add two small groups of objects to 10

8.Subtract by 'taking away' from a group of objects

9. Say whether a number between 1 and 10 is odd or even.

10. Automatically recall number bonds to 5

11. Double numbers up to 10

Simple Speed Sounds Chart

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
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Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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