

# Reception – Term 2 Overview

Room 3 – Di Harrington, Rosemary Saxon & Room 4 – Shell Littleboy



## English

Your child will:

### Phonological Skills:

- recognise and use rhyming words, syllables, and sounds in spoken language
- break words into smaller parts and tell the difference between sounds and whole words
- use letter sounds, blend sounds to read simple words, and begin to notice 'Special Friends' (digraphs and trigraphs like 'sh', 'ch', 'th')
- join in shared reading and listen to dictation with the class.

### Oral Language:

- take part in classroom discussions such as Show & Tell and talk about events
- use describing words (adjectives), identify questions and comments, build conversation skills, and extend their vocabulary.

### Writing:

- write and draw about things that have happened and describe people, places, and events.
- begin to understand sentence structure by using capital letters, spaces between words and ending punctuation such as a full stop
- begin to understand a recount structure by including who, what, where, when, and why/how.
- choose their own topics to write about during Friday Free Writing
- accurately form letters and numbers correctly with the proper pencil grip, starting at the right place and moving in the correct direction.

### Reading:

- sound out words and blend them to read words.
- follow the words on a page with their finger and read from left to right
- re-read texts for understanding and fluency, answer questions about what they have read, and explore new vocabulary
- listen to a range of text types.

**Guest Reader:** Students will read aloud/retell a story to their class as their audience. They will develop story-telling and reading-like behaviours such as using a clear, confident voice, using expression and pausing for effect.

**SA Curriculum Dispositions:** Children become [resourceful](#) as they consider what they could try next time when something was difficult, building early literacy awareness. Words and language help to build [curiosity](#) demonstrating joy and wonder when exploring the world around them through songs, rhymes, music, dance, voice, symbols and pictures.

## Maths

Your child will:

### Number

- recognise and use teen numbers (11-19).
- break numbers into 2 parts and show different ways to make them (partitioning).
- find and use different combinations of numbers that add up to ten (Friends of 10).
- try solving open-ended maths problems, using different ways to find answers.
- use simple addition to combine groups and find totals.
- group and share objects evenly.

### Shape

- identify, sort and describe 2D shapes within their everyday environment.
- Name and use straight and curved lines to represent shapes

**SA Curriculum Dispositions:** Children build [resilience](#), being open to new challenges and discoveries, demonstrating a willingness to experiment, explore and try out new ideas, and develop confidence.

## Humanities & Social Science

Your child will

### Geography

- talk about what a home is and describe their own home.
- explain where they live and identify features of their neighbourhood.
- share about their favourite places and why these places are special to them.
- recognise how to care for their home and places that are important in their community.
- understand that people can help to look after places to keep them safe and enjoyable.

**SA Curriculum Dispositions:** Children will develop [curiosity](#) to notice what they see, hear and feel when exploring familiar places.

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## Science

### Forces and Energy

This term your child will learn to:

- describe how different objects move, such as sliding, rolling, bouncing, or spinning
- notice how the size, shape, or material of an object can change the way it moves
- explore and test movement using a variety of objects
- talk about their observations and share ideas with the class.

**SA Curriculum Dispositions:** through science children develop *open-mindedness* to consider various ideas or explanations for what they observe. They build the skills to share their observations and ideas with peers, considering other viewpoints or explanations during group discussions.

## Digital Technology

In the classroom your child will

- use class iPads to complete activities to share via the seesaw platform. They will explore the features in seesaw to draw, write, photograph to express their understanding and ideas.

## Visual Arts

Children will use art elements, processes and skills to create artworks and communicate ideas. They will do this through craft such as Mother's day.

In reception we continue to develop fine motor skills to hold pencils correctly, use scissors, cut and paste with accuracy, trace and follow lines.

## Health

Students will learn to recognise what makes them unique and describe how they are growing, learning, and building resilience. They are able to talk about their emotions and interact respectfully with others. Students learn to keep themselves and others safe, including understanding when to ask for help.

We do this through:

**Daily Fitness, Action Songs and Dancing.**

**Child Protection Curriculum:** Exploring how to be safe, who are trusted adults, asking for help, and how to notice early warning signs.

**General health & wellbeing:** Body Bright– brave, resilient, inclusive, grateful, happy and thoughtful. Emotional regulation using the 5 point scale, mindful eating and breathing. Sneeze safety.

**Wellbeing activities:** Relaxation, kids yoga, guided meditation. Mindfulness and Interoception activities. GREAT DREAM.

**Class Routines and Expectations:** Rules for keeping us safe, daily routines. Circle time for effective learning

## Social Skills

Way to A - A (green) & B (red) choices.

**Friendology:** being your own best friend, what makes a good friend?, build skills to solve 'friendship fires' and problem solve but using a catastrophe scale.

**Learning Through Play:** play based activities to build imagination, problem solving skills, fine motor, conversation, oral language and social skills.

**Buddies:** Connecting together with our NPS big buddies for activities and special events.

**Circle Time:** Building skills to be an effective learner, active listener.

**SA Curriculum Dispositions:** Children will develop *resilience* to feel safe and have a strong sense of belonging, purpose and connection to people and places. They will positive relationships by taking *responsibility* for their interactions and emotional responses.

