

## Reception Term 2 Curriculum Overview 2020

### English



#### Oral Language

- Speaking and listening to each other
- Singing/storytelling
- Topic Vocabulary
- Recalling familiar Nursery rhymes

#### Phonics

- Revision of all letter sounds following sound sequence – focus on segmenting/blending
- CVC words – reading/writing



#### Phonological Awareness

- Identifying sounds in words/pictures cards
- Syllables, Rhyming words, word families
- Segmenting and blending simple words

#### Writing

- Correct letter formation practise daily
- Copying simple words/modelled sentences
- Recount writing – continued from Term 1
- Procedure writing – Genre focus

#### Reading

- Sight words/high frequency words
- Simple decodable texts
- Nursery Rhymes
- Guided Reading
- Recognising letters, words, sentences



### Mathematics

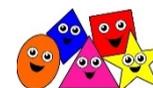


#### Number

- Representing quantities to 5, 10, 20
- Subitising (recognising quantities)
- Ordering numerals 0-20
- Correct numeral formation
- Comparing quantities: more/less, bigger/smaller

#### Geometry/Measurement

- Sorting and labelling common 2D and 3D shapes
- Identifying shapes in the environment
- Making simple comparisons using correct vocabulary – shorter/longer, heavier/lighter
- Ordering days of the week, months of the year
- Following daily timetable: ordering events, before/after



#### Patterns

- Following, copying and continuing patterns
- Creating patterns

### Visual Arts



- Exploring line drawing, self portraits
- Step by step guided drawing
- Using Art equipment – using palette paints

### AUSLAN

- Introducing Australian Sign Language
- Alphabet, counting to 10

### Design and Technology

- Seesaw: uploading photos, sharing with families, completing online activities
- Computer Login – Jolly Phonics
- Epic! Books online
- Teach Your Monster to Read App



### Health/Child Protection

#### Healthy bodies

- Hygiene – handwashing, protecting ourselves
- Eating healthy
- Oral hygiene – healthy teeth



#### Staying safe

- Safe places – home/school/public places
- Networks of trust – asking for help

#### Feelings

- Labelling feelings/Expressing emotions
- Recognising our feelings and the feelings of others
- Social stories – role play scenarios

### Humanities and Social Sciences

- Focus on families/belonging
- Where are our families from?
- Sharing greetings in first languages



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### Physical Education – Mr Polyak

This term students will continue to develop their fundamental movement skills in a range of physical activities. Students will create movement sequences by responding to the rhythm, beat and words in music. Students will discuss the things they enjoy most about being physically active and describe their feeling after participating in different activities. They will also explore striking and fielding techniques with a focus around improving accuracy and control. They will participate in modified striking and fielding games such as t-ball to develop their communication and cooperation skills.

### Science – Miss Eleni

In Science students will learn to identify living and non-living things by understanding the basic needs of animals and plants. They will engage in multimodal ways of learning to compare similarities and differences between some living things. Students will discuss the environment that certain animals live in and at end the term show their understandings by creating a pet profile to of animals and their basic needs.

### Music – Ms Ruth

In Music students will be singing simple songs that use repetition, rhyming words and vocal/pitch awareness. Understand word meaning and beginning to practise Auslan signs. They will learn names of classroom instruments and explore the sounds they make, practise beats, tempos and note progressions using voice, movement and instruments. In Drama students will discuss the elements of drama and share their knowledge of its role in their lives, recreate and explore mime, improvisation and simple roleplays using images and stories, use voice, body, puppets and props to portray feelings, expression, actions and situations practise appropriate performance and audience skills.