



Bamford Academy Curriculum Overview

Unit 1 - Reception
Spring 2 Term
International Term

Miss Sammon, Miss Doherty, Mrs Rushton, Miss Bourke

Contact Details

Should you have a query, or need to contact school, please use the details below.

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Book Changing Day

Please ensure that your child brings their reading book to school each day. Your child's book will be changed once a week. Please ensure their organiser is signed after each reading and make any notes about how s/he has read.

We will read and take account of your comments when changing their reading book.

IMPORTANT DAYS TO REMEMBER

Snack Bar Days

Our Snack Bar day is Friday. If you wish your child to attend, please send in no more than 70p in small denominations.

Friday Mornings

On Fridays we open our doors at 8.30am so that you can come in, look around the unit and see your child's work. You can also catch up with your child's teachers and teaching assistants.

Important Dates This Half Term

- 2nd March - World Book Day
- 9th March - Bamford's Got Talent!
- 24th March - International Evening
- 31st March - Egg and Bonnet Competition
- 31st March - Break up for Easter holidays

International Term Continued

'Oh the Places You'll Go' - Dr Seuss

1. We're Going on a Bear Hunt - Around the World!
2. We're Going on a Bear Hunt - Around the World!
3. How Does my Body Work?
4. Why should I brush my teeth?
5. Why do people celebrate Easter?

Spanish

This term we will continue to practise how to say hello goodbye, good morning and good night. We will continue to practice the numbers up to ten and the names of the colours.



Phonics

Phonics will continue to be taught each morning for 15 minutes. Part way through the term we will re-assess and group the children. Please help your child by practicing sounding out words and fred talking at home.

Key Skills

During this term the following skills will be studied:

Understanding the World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Developing an understanding of growth, decay and changes over time.
- Can talk about some of the things they have observed such as plants, animals.
- Looks closely at similarities, differences, patterns and change.
- They talk about the features of their own immediate environment and how environments might vary from one another
- Children know about similarities and differences in relation to places, objects, materials and living things.
- They make observations of animals and plants and explain why some things occur, and talk about changes.
- Recognises and describes special times or events for family or friends.
- Enjoys joining in with family customs and routines.
- Uses ICT hardware to interact with age-appropriate computer software.
- Knows that information can be retrieved from computers.

Expressive Arts and Design

- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
- Introduces a storyline or narrative into their play.

PE

Your child will be expected to participate in one PE session per week. Our P.E lesson is on a Friday. Could you please ensure that they have an indoor and outdoor kit in school at all times. In the very unlikely circumstance that your child is unable to take part in their PE lesson, then a written note is required in your child's organiser.

Core Skills

Reading	Writing	ICT	Maths
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Uses ICT hardware to interact with age-appropriate computer software.	In practical activities and discussion, beginning to use the vocabulary involved in subtraction.
Begins to read words and simple sentences.	To write simple sentences using capital letters, finger spaces and full stops in meaningful contexts.	Knows that information can be retrieved from computers.	Orders items by length or height, weight or capacity.