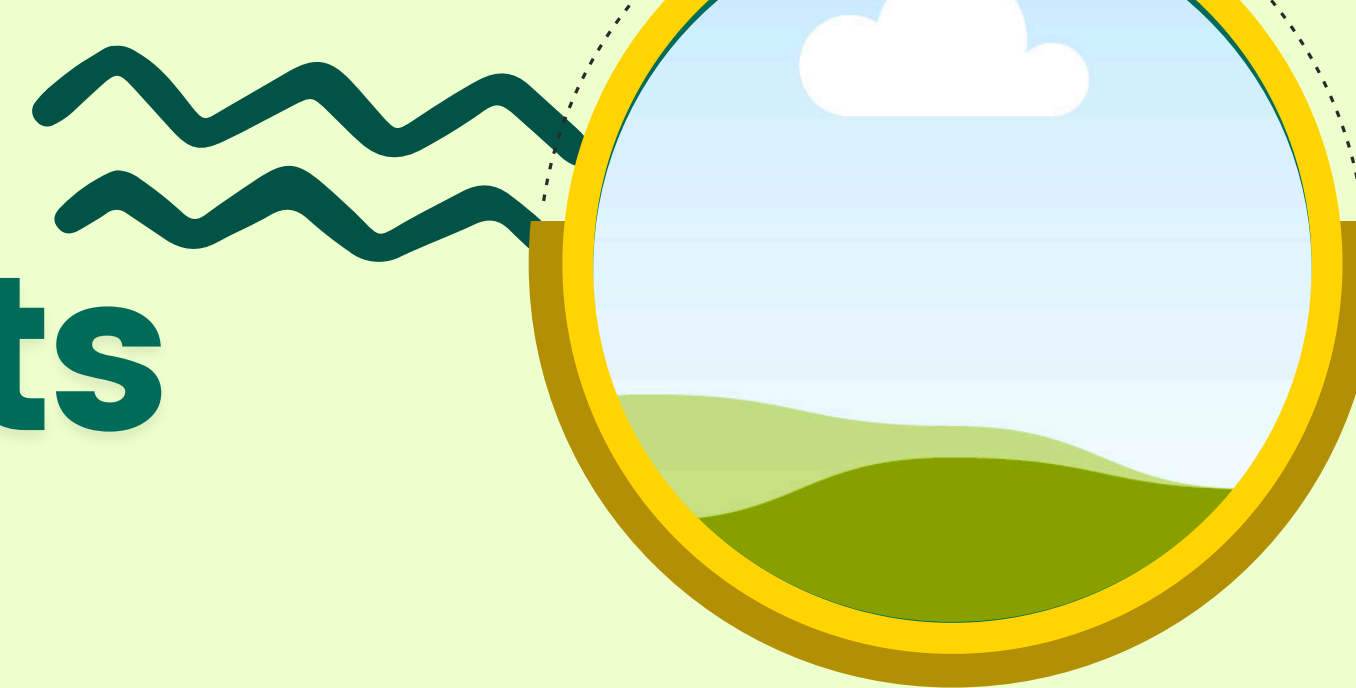




Reception: Term 2 2026

# Curriculum Highlights



## Facilitated Curriculum: 'Together'



This term, our learning will focus on how students connect with others, express their needs and wants, and build meaningful friendships. Through play, collaborative experiences and guided learning, students will explore what it means to work together, listen to others, share ideas, and respond when challenges or unexpected situations arise.

We have noticed that students are increasingly drawn to one another's play, actively checking in with peers and showing curiosity about shared interests. As friendships develop, differences in ideas and perspectives are naturally emerging. This provides rich opportunities for students to practise communication, empathy, problem-solving, cooperation and negotiation. Students are also moving through important developmental stages of play and friendship, transitioning from parallel play, to associative play, and towards more cooperative interactions. Teachers will intentionally prompt, guide and role model these skills, supporting students as they learn to plan together, negotiate roles, and sustain shared play experiences.

Teachers will support this learning through explicit teaching moments, group discussions, role play, social stories, modelling and visual supports. Students will also be introduced to early strategies for resolving conflict and making joint decisions during play. These experiences support students to develop a strong sense of belonging, to be confident and active participants in their learning, and to contribute their ideas within an inclusive community. We look forward to learning with and from one another this term!

### Bringing the learning home:

- Talk about friendships and how to be a kind friend
- Avoid exclusive language such as 'best friend' and rather encourage recognition and celebration of diverse friendships across experiences, days and routines
- Encourage your child to express feelings and needs verbally
- Practise turn taking games at home, including when waiting for a turn
- Role play simple problem solving scenarios
- Celebrate cooperation and teamwork in everyday moments

## Chinese



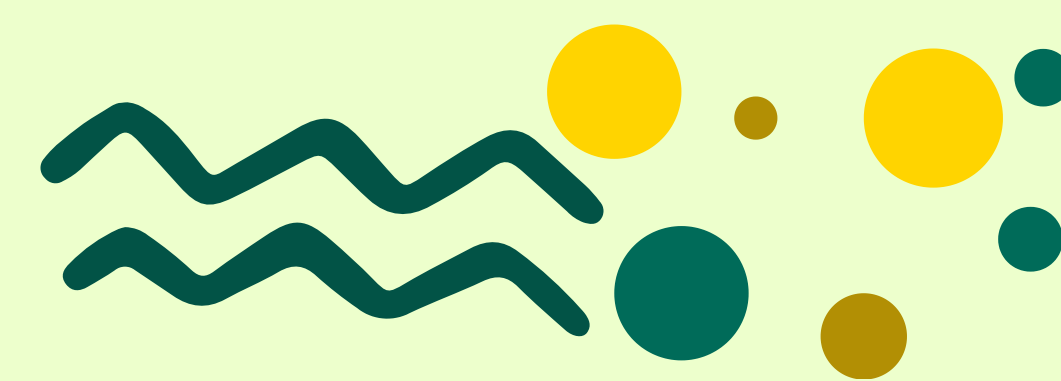
.Theme: Interacting with one another  
The unit helps students to learn how to interact with one another during play by employing simple Chinese. Students will have the opportunity to learn how to develop friendship by:

- 1.Singing songs about friendships;
- 1.Listen to stories about how to play together fairly, sharing and interacting with one another in a polite way;
- 1.Try to converse with one another during play by employ simple Chinese, e.g Inviting someone to play with them “我们一起玩吧!” or expressing I want to play “我想玩。”
- 1.Using positive language to praise one another, building positive relationships. E.g. “你真棒!”

Students will also get to learn how to express their feelings using simple Chinese with songs, rhyme and stories.

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# Curriculum Highlights



**P**  
Positivity

**R**  
Relationships

**O**  
Outcomes

**S**  
Strengths

**P**  
Purpose

**E**  
Engagement

**R**  
Resilience

## PROSPER

This term, our learning is intentionally linked to the PROSPER wellbeing framework, with a focus on Relationships, Outcomes and Resilience. Through play-based and guided learning experiences, children will develop the skills needed to build friendships, communicate respectfully and work collaboratively. A strong emphasis on relationships will support children to initiate play, include others, listen to different perspectives and solve problems together. Through working towards shared goals, children will experience a sense of outcomes as they contribute ideas, make choices and see their efforts lead to successful learning and play experiences. We will also nurture resilience by supporting children to manage emotions, navigate challenges and respond positively when things don't go as planned.



Reminder...

It would be great if you could log on to your child's Seesaw and engage with their learning by responding. Examples could include:

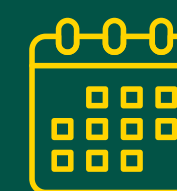
- I'm proud of how you...
- I can see you have tried really hard to...
- You've really improved at...



## Literacy and numeracy highlights:

This term we will be reading the following storybooks together, building our phonological awareness and reading comprehension skills:

- Handa's Surprise
- Pearl Barley and Charlie Parsley
- Three
- Green Eggs and Ham



In our numeracy learning, we will be focussing on patterns. We are predisposed toward finding patterns in our daily lives, finding and recognising similarities and routines that occur in our everyday experiences. Pattern underlies all numerical understanding - virtually all numeracy is based on pattern and structure. We are looking forward to supporting students to find and identify patterns in the worlds around them, building connections, extending thinking and tuning in to the world around us!

## ART



- Students will continue to learn and practise the routines, expectations, and safe ways to move and work in the art room as they grow more confident in our creative space.
- They will continue exploring the open studio, using a range of materials and tools while developing independence with different processes.
- Students will keep engaging in hands-on discovery and creative exploration, building confidence, curiosity, and early art-making skills through experimentation with materials.

## Music



- Students will continue to develop listening skills and confidence through singing familiar and new songs together.
- They will explore beat and simple rhythm using movement, body percussion, and classroom instruments.
- Students will express creativity by responding to music through singing, movement and imaginative play.

## Physical Education



This term in PE, students will spend time playing with a variety of balls and objects - (such as bean bags and balloons) to explore striking, catching and throwing techniques.

In addition to our PE lessons, both classes begin our Water Confidence Programme with the assistance of our School Swimming Coaches.