Reception Curriculum – Summer 1

Key Question: How can we help?

Communication and Language: Using social phrases throughout the day, as well as developing conversational language. We will be focussing on asking questions about our learning and stories listened to, including questions that further support and clarify understanding. Talking about ideas and feelings about experiences and suggesting why things may happen, using new vocabulary.

Personal, Social and Emotional Development: Using the zones of regulation to identify own emotions and ways to regulate. Following instructions including several steps and taking responsibility for personal hygiene. Asking for help when needed and finding ways to problem solve.

Literacy: Develop confidence and fluency with phase 2 and 3 GPCs and tricky words. Little Wandle Letters and Sounds phase 4. Drawing Club to introduce new vocabulary, encourage mark making, writing skills, conversation and storytelling. Writing opportunities throughout continuous provision. Three guided reading sessions each week, focusing on decoding, prosody and comprehension.

Maths: White Rose scheme. Counting on and back up to and beyond 20. Exploring 3D shapes and comparing them to 2D shapes. Learning and recalling number bonds to 5 and 10.

MS evelop a firm encil tripod	Science NW/PCC	History PP	Geography	RE	Computing	Art	DT	Music
evelop a firm		PP				1110		music
	Designation Designation		NW	PCC		BIE	СM	BIE
ip and develop fluid indwriting otion. tter and umber rmation. rawing and louring skills, oplying opropriate ressure.	Recycle, Reuse and Reduce. How recycling can help us care for our planet.	The roles of people around us. Who has helped us through our lives. Understanding the past through books, characters and settings.	Looking back through seasonal changes. Exploring under the sea.	Eid-Al-Fitr (9th - 10th) St. George's Day (23rd) Where do we belong? Looking at the world around us and how everyone is unique. Considering different religions around the world.	What can we use computers for? How can we us computers safely?	Using different textures, materials, colours and medium to create under the sea art. Creating art using different shapes, talking about the features of the shapes and how they have been used.	Make our own characters for role playing and retelling stories. Create hand puppets of people who help us. Repurpose packaging and materials no longer required.	Exploring pitch with our voices. Finding the pulse within music and exploring rhythm with percussion instruments Copying tunes on tuned percussion and improvising
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Reception Curriculum – Summer 2

Key Question:

Communication	and Language	e:							
Personal, Social	l and Emotion	al Development	::		[
Literacy:			_						
Maths:					-	-			
Physical D	evelopme <mark>nt</mark>			nderstanding the	World		Ex	<mark>pres</mark> sive Art a	nd Design
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
				Stam Pa	for rk	d H O			

Reception Curriculum - Summer

what they hear with relevant questions, comments and actions when being read to and during when being read to and during when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.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 have heard and ask questions clarify their understanding; Hold conversation when engaged in their teacher and peers.number; themselves and others; Demonstrate strength, balance and cordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.Read words consistent with their phonic knowledge by sound- conting up to 5; Verbally count beyond 20; treagnising the pattern of the counting system; Automatically recall number bonds up to 5;society; Know some similarities and differences between things in the peak and norratives using the tripod grip in almost all cases;Read words consistent with their phonic knowledge by sound- books that are consistent with their phonic knowledge, including some common exception words.number; Read aloud simple sentences and phonic knowledge, including some common exception words.society; Know some similarities and differences between things in the gent aloud simple sentences and up to 5;Speaking Participate in small group, classSpeaking Participate in small group, classFine Motor Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases;S						
 Linding Attending Atten	Communication and Language	Personal, Social and Emotional	Physical Development	Literacy	Maths	Understanding the World
 Listenion						
 Listen stemstveig und respond in specific stemstveig und respond in speci	Listening Attention and		Gross Motor	Word Reading	Number and Numerical Pattern	Past and Present
 Listen stemstveig und respond in specific stemstveig und respond in speci	Understanding	Self-Regulation	Negotiate space and obstacles	Say a sound for each letter in the	Understanding of the number to 10	Talk about the lives of the people
 what hue, here with relevant, and setting well have of the setting and flow of the settin	Listen attentively and respond to	Show an understanding of their				
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 whole cas discussions and angen participation. whole a discussions and a work towers is simple goals. More energe incluing, such as the source of the simple source and control their simulation is the source of the	when being read to and during		coordination when playing;	blending;	counting up to 5;	differences between things in the
 graup interactions: Mode contents on day duestion of the white the properties in polyno, skepping due to model, including some due to see shared in days. Mode contents of the investigation of the white the properties in polyno, skepping due to the properties in polyno, skepping due to work of the white the properties in polyno, skepping due to the properties in polyno, skepping due to work of the white the properties in polyno, skepping due to the polyno, skepp	whole class discussions and small		Move energetically, such as	Read aloud simple sentences and	Verbally count beyond 20;	past and now, drawing on what has
Moke contrants obat whith there have have data questions to data questions questi	group interactions;		running, jumping, dancing,	books that are consistent with their	recognising the pattern of the	been read in class;
 Impute have have and sequests to the distribution to what the secret sugs, responding the there changes with the transfer sugs, responding the there changes with the transfer sugs, responding the total state with equipations of the transfer sugs, responding to the total state sugs, responding to the responding to the response to the total state sugs, responding to the total state sugs, responding to the response to the total state sugs, responding to the response to the total state sugs, response to the response to th	Make comments about what they		hopping, skipping and climbing.	phonic knowledge, including some	counting system;	Understand the past through
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