

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.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Show good control and co-ordination in large and small movements.	Develop a firm pencil tripod grip and develop a fluid handwriting motion.	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.	Looking back through seasonal changes.	Eid-Al-Fitr (9th - 10th)	What can we use computers for?	Using different textures, materials, colours and medium to create under the sea art.	Make our own characters for role playing and retelling stories.	Exploring pitch with our voices.
Move confidently in a range of ways, safely negotiating space.	Letter and number formation.		Understanding the past through books, characters and settings.	Exploring under the sea.	St. George's Day (23rd)	How can we use computers safely?	Creating art using different shapes, talking about the features of the shapes and how they have been used.	Create hand puppets of people who help us.	Finding the pulse within music and exploring rhythm with percussion instruments
Make games slightly more competitive.	Drawing and colouring skills, applying appropriate pressure.				Where do we belong? Looking at the world around us and how everyone is unique. Considering different religions around the world.			Repurpose packaging and materials no longer required.	Copying tunes on tuned percussion and improvising own tunes.
	Accurate cutting.								

Reception Curriculum – Summer 2

Key Question:

Communication and Language:									
Personal, Social and Emotional Development:									
Literacy:									
Maths:									
Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE

Reception Curriculum – Summer

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>
<p><u>Listening</u> Attention and <u>Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Show and Tell – How can we help?</p> <p>STEAM Caring for our planet. Travel.</p>	<p><u>Self-Regulation</u></p> <p>Show an understanding of their 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 want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p><u>Gross Motor</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor</u></p> <p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, textures, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and –when appropriate- try to move in time with music.</p>	<p><u>Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate- where appropriate- key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	<p><u>Number and Numerical Pattern</u></p> <p>Understanding of the number to 10 and the composition of each number; Recognise qualities without counting up to 5; Verbally count beyond 20; recognising the pattern of the counting system; Automatically recall number bonds up to 5 (including subtraction facts); Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be shared equally.</p> <p><u>Shape, space and measures</u></p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes and use mathematical language to describe them; Use money with increasing confidence.</p>	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Cultures and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps.</p> <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>R.E Where do we belong? What is special about our world?</p>