

Reception Curriculum Overview Summer 1

| Communication and Language   |  | Personal, Social and Emotional   | Physical Development   |
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| <ul style="list-style-type: none"> <li>confident speaking in front of the class.</li> <li>begin to explain ideas and pose theories with open ended questions: 'I wonder?' and 'what if?'</li> <li>read allowed to others through drama and plays.</li> <li>express themselves in role play through puppets, recreating stories.</li> <li>practise reading fluency in real life situations.</li> <li>participate in group reading time.</li> <li>build oracy skills through small group 'talk sessions'.</li> <li>listening and remaining focused in 'small group' and 'whole class' activities.</li> </ul> |  | <p>Jigsaw PSHE scheme 'Relationships'</p> <ul style="list-style-type: none"> <li>I demonstrate that I can do jobs in the classroom.</li> <li>I can talk about jobs I do at home.</li> <li>I seek out friends when I am lonely.</li> <li>I am beginning to solve friendship problems without adult help.</li> <li>I understand the impact of unkind words.</li> <li>I use strategies to manage my feelings.</li> <li>I show that I am a good friend.</li> </ul> <p>Also this term, the children will:</p> <ul style="list-style-type: none"> <li>be more considerate and respectful of their peers.</li> <li>demonstrate respect towards creatures and their habitats.</li> <li>respect the differences between themselves and others, talk positively about differences and similarities.</li> </ul> | <ul style="list-style-type: none"> <li>use tools/ apparatus to manipulate objects such as: parachutes to control foam balls or tweezers to control small objects.</li> <li>perform a range of collecting, moving, and placing actions using equipment such as balls or bean bags.</li> <li>increasingly accurate at blocking an object such as a balloon or foam ball.</li> <li>control a ball through an obstacle course or aim a ball/ foam javelin at a target.</li> <li>learn to hold, jump and skip successfully using a skipping rope.</li> <li>use a tripod grip on their pencil to form all letters accurately in most attempts.</li> <li>grip apparatus successfully to pull up their body weight.</li> </ul> |
| Literacy   | Mathematics  | Understanding the World  | Expressive Art and Design  |
| <ul style="list-style-type: none"> <li>reading is more fluent, recognising punctuation and adding expression.</li> <li>developing a 'story voice' and tone.</li> <li>read out a list or captions on a diagram.</li> <li>understand what they have read and begin to discuss their understanding with their peers.</li> <li>write a sentence through "hold a sentence" work.</li> <li>Build stamina for more extended pieces of writing.</li> </ul>   | <p>To 20 and Beyond</p> <ul style="list-style-type: none"> <li>number patterns.</li> <li>matching pictures to numerals.</li> <li>ten frame fill and subtraction.</li> <li>estimating.</li> <li>missing numbers.</li> <li>ordering numerals to 20.</li> <li>which holds the most?</li> </ul> <p>First, Then and Now</p> <ul style="list-style-type: none"> <li>counting on.</li> <li>adding more.</li> <li>take away.</li> <li>pass it on.</li> <li>making new shapes -square and triangles.</li> <li>tangrams.</li> <li>pattern blocks.</li> </ul> | <ul style="list-style-type: none"> <li>use vocabulary associated with our coastal environment.</li> <li>show an understanding of where animals come from and can use scientific classification vocabulary to sort animals into groups.</li> <li>demonstrate a gentle handling of minibeast as they collect and observe their behaviours.</li> <li>demonstrate an understanding of 'float' and 'sink' through science investigations.</li> <li>demonstrate an understanding of forces including gravity through science investigations.</li> </ul>  | <ul style="list-style-type: none"> <li>independently fixing and joining materials through age-appropriate activities such as threading and sticking.</li> <li>paint 'real life' scenes using watercolours in our outdoor environment and forest.</li> <li>Make sculptures using a variety of materials such as clay, junk modelling or natural objects.</li> <li>reflect and begin to critique own projects and group projects.</li> <li>begin to enjoy playing musical resonating bells with increasing accuracy. They begin to make up songs of their own and perform with confidence.</li> <li>explore the relationships between colours.</li> </ul>  |