

# Reception Curriculum Overview Summer 2

Communication and Language		Personal, Social and Emotional		Physical Development	
<ul style="list-style-type: none"> <li>imitate story maps of familiar stories with increased expression and recall. This is to enhance and practise their 'story tellers' voice linking well to their fluency in reading.</li> <li>use their language of instructions to be leaders in learning, encouraged in outdoor learning where children are supported in devising their own games with others.</li> <li>contribute ideas to class discussions, showing respect for others' opinions and waiting their turn to speak.</li> <li>beginning to ask their peers questions during class discussions or building on others ideas.</li> <li>perform some carnival poems rehearsed in class or encouraged to make up themselves.</li> </ul>		<p>Jigsaw 'Changing Me':</p> <ul style="list-style-type: none"> <li>I can name parts of the body.</li> <li>I can tell you some things I can do and to eat to be healthy.</li> <li>I understand that we all grow from babies to adults.</li> <li>I can express how I am feeling about moving to year 1.</li> <li>I can talk about worries and things I am looking forward to in year 1.</li> <li>I can share memories of the best bits in Reception.</li> </ul> <p>Children will also be:</p> <ul style="list-style-type: none"> <li>Resolve any disagreements within their peer group.</li> <li>use a wider vocabulary to explain their feelings to effectively gain the correct kind of help when needed.</li> <li>able to articulate the things they look forward to when they grow up, recognise the skills they may need and have clear aspirations about how our core values contribute to a healthy lifestyle.</li> <li>making automatic choices to eat either vegetables or salad at lunch times.</li> <li>able to self-regulate when they may feel tired or ill.</li> <li>be aware of school rules and explain what they are.</li> </ul>		<ul style="list-style-type: none"> <li>extend gross motor skills by improving their levels of agility through challenges outdoors.</li> <li>control gross motor movements from fast to slow in a range of movements such as jumping, hopping, skipping.</li> <li>master the arch and dish shapes using their body and core strength</li> <li>build stamina to run a mile and build towards challenging themselves either with distance or time.</li> <li>forming letters including capital letters.</li> <li>use a knife and fork, manipulate other tools such as scissors with ease, including carrying them safely without adult prompt.</li> <li>demonstrate and consolidate throwing skills</li> </ul>	
Literacy		Mathematics		Understanding the World	
<ul style="list-style-type: none"> <li>read and spell the tricky words used in their reading books so far. There will be increasing evidence of this in sentence work and in writing activities within phonics sessions.</li> <li>Read their ditty book with fluency</li> <li>write at least one simple sentence independently using the best of their phonological knowledge.</li> <li>act out a story map with confidence and expression helping them to make the links between punctuation.</li> </ul>		<ul style="list-style-type: none"> <li>doubles and doubling.</li> <li>sharing and grouping.</li> <li>even and odd.</li> <li>adding and subtraction - 'Harry and the Dinosaurs'.</li> <li>composition of numbers – 'Mr Gumpy's Outing.</li> <li>problem solving – 'How many legs'</li> <li>problem solving how many marbles can the boat hold – 'Making Boats'</li> <li>which bridge is the longest – 'Building Bridges'.</li> <li>comparing lengths.</li> <li>composition of number and number bonds.</li> <li>patterns.</li> <li>making maps/ journey to school.</li> <li>obstacle course/ maps/ mazes.</li> </ul>		<ul style="list-style-type: none"> <li>identify the signs of summer and the changes from spring.</li> <li>talk about the season cycle, what comes next and what changes we expect to see.</li> <li>build upon light and shadow knowledge, observing how shadows move/ change through the day.</li> <li>History Enquiry: Same but different. Investigating objects through time and technology.</li> <li>talk about e-safety with confidence</li> <li>traditional celebrations and typical foods that are enjoyed including Bastille Day 14<sup>th</sup> July.</li> <li>conduct 'WOW' science activities and show resilience if the experiment fails or is different.</li> <li>test a range of materials to ascertain the best floating material - which can float on the surface? What if we cut the material to make it smaller? What about if we put an object on the material?</li> <li>Access mini-mash independently and save activities</li> </ul>	
				Expressive Art and Design	
				<ul style="list-style-type: none"> <li>more fluid in their movement, demonstrating better control and spatial awareness. Can they use materials/ apparatus in their dance movement? Are they still as fluid and controlled? Can they represent the different movements in time to different music?</li> <li>more independent in mixing of colours (primary colours and some secondary colours). Can the children paint tones and shades? Use black and white.</li> <li>use their understanding of percussion, tone, rhythm to perform carnival music.</li> <li>explore moving parts for independent building projects.</li> </ul>	

