



Reception Summer Curriculum Overview



Respect ~Reflect ~Achieve ~Grow

<p>English</p> <p>Focus books: Jack and the Beanstalk (and other fairy tales), How to grow a sunflower, Pterodactyl babies, Dinosaur fact file</p> <p>Comprehension</p> <ul style="list-style-type: none"> Retelling familiar stories and anticipating events. Using new vocabulary from stories, non-fiction, rhymes and poems <p>Word recognition</p> <ul style="list-style-type: none"> Level 2 and 3 phonics sounds - CVCC words, CCVC words, adjacent consonants, polysyllabic words Reading simple sentences which include some tricky words <p>Writing</p> <ul style="list-style-type: none"> Use of a tripod pencil grip Forming letters mostly correctly Using phonics knowledge to sound out and write words Writing simple phrases and sentences that can be read by others 	<p>Maths</p> <p>See Number and Numerical Pattern ELG document for statements</p> <p>Focus books: One is a snail, 10 is a crab, Number blocks, Pete the Cat To 20 and beyond</p> <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning: Match, Rotate, Manipulate <p>First, Then, Now</p> <ul style="list-style-type: none"> Adding more Taking Away Spatial Reasoning: Compose and Decompose <p>Find my Pattern</p> <ul style="list-style-type: none"> Doubling Sharing and Grouping Even and Odd Spatial Reasoning: Visualise and build <p>On the Move</p> <ul style="list-style-type: none"> Deepening understanding - patterns and relationships Spatial Reasoning: Mapping 	<p>Religious Education</p> <p>To the Ends of the Earth</p> <ul style="list-style-type: none"> Where did Jesus go when he ascended? What is the story of Pentecost? What was the good news of early Christians? Does the church have a birthday like me? Where is my Parish church? Who is in God's family? <p>Dialogue and Encounter</p> <ul style="list-style-type: none"> Who are some of Jesus' friends? (Peter and Paul linked to St Peter and St Paul feast) Why do people want to be friends of Jesus? (Visit from a parishioner or priest) Do pictures of Jesus always look the same? Does everybody follow the same faith as me (Catholic)? (Visit from someone local of a different faith) What do people of different faiths wear? Do people of different faiths eat the same foods as me? 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques e.g., colour mixing Share creations explaining how they made them Make use of props and materials in role play <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount stories with their peers and teachers (Talk for Writing) Sing a range of nursery rhymes and songs (Music Lessons) Perform songs, rhymes, poems and stories with others Try to move in time to music
<p>Communication and Language</p>			<p>Understanding of the world</p>

<p>Listening and attention and understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond with relevant questions and comments • Ask questions to clarify understanding • Hold conversations when engaged in back-and-forth exchanges with peers and teachers <p>Speaking</p> <ul style="list-style-type: none"> • Join in with class/ group discussions offering their ideas and suggestions • Express ideas using full sentences and the accurate tenses with some support from an adult 	<p>Personal, Social and Emotional development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Understanding of their own and others' feelings and begin to regulate behaviour • Being able to wait for what they want • Show an ability to follow instructions when engaged in an activity <p>Managing self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence and resilience • Follow rules and know right from wrong • Manage toilet needs, dressing/undressing and need for a healthy lifestyle <p>Building relationships</p> <ul style="list-style-type: none"> • Work in a group and play cooperatively • Show sensitivity to others needs • Resolve conflicts more independently 	<p>Physical Development (PE Lessons/ Forest School)</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Gymnastics, Dance and Games • Negotiate space safely considering others • Demonstrate strength, balance and co-ordination when playing • Run, jump, dance, hop, skip and climb with confidence <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use of tripod grip consistently • Use a range of tools, including scissors, paint brushes and cutlery • Show accuracy and care when drawing 	<p>Focus books:</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about lives around them and their role in society • Know some similarities and differences between the past and now by reading books and discussions • Understand the past through storytelling <p>The Natural world (Forest School)</p> <ul style="list-style-type: none"> • Make observations of the natural world, including animals and plants • Know some similarities and differences between their world and a contrasting environment • Understand some important processes, including the Seasons and changing states of matter <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe immediate environment from observations, discussions, stories and maps • Know some similarities and differences between religious and cultural communities • Compare life in this country with another country
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