

Reception – Summer Term 2 2023 - Curriculum Map – Hip Hip Hooray It’s Summer.

<u>Key Skills</u>			
<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Be confident to try new activities with independence, showing resilience and perseverance. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Explain the reasons for rules, know right from wrong and behave accordingly. • Set and work towards simple goals, waiting for what they want and control impulses. • Understand the importance of healthy food choices. • Respond appropriately to what the teacher says, showing ability to follow instructions involving several ideas or actions. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions. • 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. • Engage in non-fiction books. • Offer explanations for why things might happen using recently introduced vocabulary. • Use talk to help work out problems and organise thinking and activities. • Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses, making use of conjunctions. 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely with consideration for themselves and others. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Demonstrate strength, balance and co-ordination. • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
<p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary. ▪ Anticipate key events in stories. ▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ▪ Say a sound for each letter in the alphabet and at least 10 digraphs. ▪ Read words consistent with phonic knowledge by sound-blending. ▪ Read simple sentences and books consistent with phonic knowledge including some common exception words. ▪ Write known recognisable letters, most of which are correctly formed. ▪ Write simple phrases and sentences that can be read by others. 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> ▪ Have a deep understanding of number to 10, including the composition of each number. ▪ Subitise up to 5. ▪ Automatically recall number bonds for numbers 0-5, and some to 10, including double facts. ▪ Verbally count beyond 20, recognising the pattern of the counting system. ▪ 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 distributed equally. 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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 this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. ▪ Explore the natural world around them. ▪ Know some similarities and differences between the natural world around them and contrasting environments. ▪ Understand some important processes and changes in the natural world around them. 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, 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. ▪ 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.

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<u>Outcomes</u>			
<p><u>Personal, Social and Emotional Development</u></p> <p>Discuss behaviour and friendships through story – What the Ladybird Heard at the Seaside. Show an understanding of how to stay safe in the sun and what precautions to take. Respond to and ask questions about newly introduced concepts – sun safety, plastic pollution. Understand and take part in transition from Reception to Year 1 throughout the half-term to prepare for September.</p>	<p><u>Communication and Language</u></p> <p>Role play – Airport/beach/festival area – use of vocabulary introduced during literacy/topic and modelled by adults in provision. Ask questions to develop understanding – sun safety, comparisons between home and away holidays and plastic pollution. Engage in conversations with peers and adults – discussing stories read, using non-fiction books, during provision activities related to holiday’s topic. Express ideas and feelings about own experiences – talking about past holidays, future trips.</p>	<p><u>Physical Development</u></p> <p>Independent dressing and undressing for PE – opening and fastening own shirt buttons. Get Set 4 PE Weekly lesson – Outdoor activities – negotiate space and obstacles, move energetically in different ways, develop balance, strength and control. Large scale construction in use outdoors to develop gross motor. Use of sand kitchen – carrying, pouring, lifting & moving. Use of indoor areas to develop gross and fine motor – construction, malleable, writing areas. Daily handwriting practise Weekly writing activities.</p>	
<p><u>Literacy</u></p> <p>Daily Phonics and reading sessions – Little Wandle. Quality texts read and explored during Literacy – What the Ladybird Heard, Seaside Poems, Clean up! Daily continuous provision activities to develop reading and writing skills. Weekly writing activity in books – posters, instructions, setting descriptions. Using non-fiction books to find out new information and vocabulary – atlases, plastic pollution, sun safety. School Library session – borrow a book weekly.</p>	<p><u>Mathematics</u></p> <p>NCETM – Basic Skills Counting beyond 20, subitising, explore a range of number representations, doubles, compare quantities, use of rekenrek.</p> <p>White Rose Maths Find my pattern – consolidate key skills, doubling, sharing and grouping, even and odd numbers, spatial reasoning. On the move – consolidating key skills, deepening understanding, patterns & relationships, spatial reasoning.</p>	<p><u>Understanding the World</u></p> <p>Exploring the world map using globes/atlas. Comparing and contrasting UK to other holiday destinations – looking at environments, landmarks, weather, cultural experiences etc. Exploring seasonal changes – changes to weather, environment, plants/animals. Staying safe in the sun – George the sun safe superstar Prayer and liturgy Come and See.</p>	<p><u>Expressive Arts and Design</u></p> <p>Specific Music lesson taught by specialist music teacher. Exploring musical instruments. Develop storylines in their independent play – airport staff/customers, a day at the beach, festival experience. Using props to develop role-play and vocabulary. Creative area creations – sea animals, mermaids, designing sun safety wear. Plastic pollution – using plastics to make something useful.</p>
<p><u>Religious Education</u></p> <p>Good News Friends Our World</p>		<p><u>Enhancements</u></p> <p>Airport/Beach/Festival Role-play Visit to Church Farm</p>	
<p><u>Spanish</u></p> <p>Greetings. How are you? Numbers to 20. Animals. Parts of the body. Spanish songs.</p>			
<p><u>Brilliant Beginnings</u> – Holiday Photographs <u>Week 1</u> – What the Ladybird Heard at the Seaside <u>Week 2</u> – What the Ladybird Heard at the Seaside <u>Week 3</u> – Seaside Poems <u>Week 4</u> – George the Sun Safe Superstar <u>Week 5</u> – Clean up! <u>Week 6</u> – Clean up!</p>			